

PERSONAL

The other day in my post there came a quasi-envelope from the BBC, tightly sealed, which bore the following legend: "To open, cut along this dotted line: grasp the contents and snap out." Now I am by nature grasping, especially where money is concerned, and I had the idea that there might be a cheque inside the envelope, which I would be positively anxious to grasp.

So I was willing to follow the instructions. First had to go upstairs to find a pair of scissors (I had tried to tear along the dotted line, but my muscles were not up to it). I cut along, as instructed, and large quantities of the envelope came away with the bit above the dotted line. Nevertheless, believing that the remains of the contents might still be recognizable as a cheque, I made an attempt to grasp it.

Alas, I couldn't reach it with my fingers, which are thick and large. As it happened one of my daughters, the possessor of thin and sensitive "musician's" fingers was present at breakfast so I handed it to her, and she managed to make contact with a small corner of paper. We were now ready to "snap out". We didn't really know what was meant by this, but after a few quick would-be decisive pulls in an upward direction, a most terrible battle broke out, which I need not describe in detail.

What emerged, amid many unprintable oaths, was a small bit of paper, not a cheque, but a statement of how much money had been paid by the BBC to me in the last year, for tax purposes. (It would have come too late for those who are up to date with their tax returns).

The point of this saga is to demonstrate how inaccessible things can be which might just as well be accessible. Why couldn't the BBC have put the piece of paper into an ordinary envelope, to be opened in the regular way? In reflective mood after my struggle, I thought that one of the major difficulties and the balance between the accessible and the inaccessible, the open and the hidden.

Good manners, for example, are designed to render the passions of the human heart inaccessible, and this is why they are so attractive. If a person has good manners, there is often the sense that, beneath the smooth exterior, there lie hidden uncharted depths. In her marvellous biography of the mature Ivy Compton-Burnett, Hilary Spurling explores the "governess" exterior of Ivy herself, and many of her most profound characters, an indispensable mask for the sharp, sensitive, imaginative women who understand everything and say little.



Mary Warnock

Bad manners, on the other hand, rudeness like that of McEnroe, are painful and embarrassing just because they expose too much. There are no secret passions left in someone who is as spontaneously rude as that. The decent, a value not to be despised either in public or in private life, is outraged and undermined by such displays.

On the other hand, there are times when concealment, so attractive when it takes the form of the elegant smoothing over of possible turbulence by

decencies of dress, language or comportment, becomes excessive and offends or even outrages.

This aspect of the matter has recently been brought to mind by the publication of a book about freemasonry (*The Brotherhood*, Stephen Knight, Granada), Christopher Price (*TES* June 22) was on the whole inclined, in discussing this book, to suggest that freemasonry was a harmless fantasy practised by middle-aged men, and involving little more than funny handshakes. I see the force of his view. Nevertheless I believe that masonry should be dug out and exposed to view, if only on account of its possible surreptitious anti-feminism.

This is not simply the cry of complaint by someone left out of the fun. There are many things (like participation in professional soccer, or the priesthood from which women are left out, and many women's activities from which men are left out, like childbirth). But such exclusions are entirely open and on the whole self-explanatory. The secretiveness of the masons, which of course is what makes it fun for the participants, is what makes it dangerous for the rest of us, and by that I mean all who do not belong, men and women alike.

I don't believe we should be content for such non-accessibility to remain

unquestioned. Masonry may be something but play-acting and fooling around. It may, on the other hand, be a way into employment, a secret network of old boys, keeping some people out and others in, and perpetuating a doty conservatism of which the rest of us know nothing.

The point is that we cannot know whether it is harmless until we know what it effects. It is not that I hold that all jobs should be open to everyone regardless of their qualifications, or suitability. It is only that masonry, being secret, may allow better chances for some than others, on no discernible or rational ground.

Of course to render masonry accessible, to allow us all to know what it is and what it brings about would destroy it, since its attraction is what is hidden. But secrecy which is secret power, concealment where what is concealed may be prejudice or narrowness of mind must be eradicated. And secrecy for its own sake, inaccessibility brought to a lie, like the inaccessibility of the BBC's envelopes must equally be, not evil, then at least absurd.

May I implore the BBC to go back to ordinary envelopes, capable of being opened by the grasping and the not grasping, the snappy and their opposites, with equal facility?

DIARY

The man of peace who was forced to go to war

I return without apology to the subject of Peace Studies. In England any school attempting to promote the subject stands in jeopardy of rigorous scrutiny from the Baroness Cox or one of her assiduous vigilantes.

One such current *bête noire* is Atlantic College, whose head, Andrew Stuart, is becoming a leading exponent of peace curricula, yet is difficult as an ex-diplomat to write off as a communist sympathizer. So he must be a liberal.

In an early political tract about the Polytechnic of North London (*The Rape of Reason*; Cox, Marks and Jacka, Churchill Press) Caroline Cox divides liberals into the "pro-admin type" (goodies) and the "anti-admin type" (baddies). Andrew is already in danger of being written off as a baddy. He came to Atlantic College after being British Commissioner in the New Hebrides (now Vanuatu) where four years ago he successfully called in British troops to fight a real war to protect the (goody) Melanesian

population against their (baddy) French-backed capitalist oppressors.

So I have an alternative theory for Caroline—that those who have been in real wars tend to be rather keener on studying peace than participants in phoney ones. Though I know she revealed wounds at North London Poly, it was emotion rather than blood that was split; and still continues to be.

On the same subject, I recommend to the good Baroness another area ripe for her vigilantes—Northern Ireland. I fear I must tell her that peace studies are in full swing there also, and actively encouraged by the Government.

Before she comes out with any instant denunciation of this insidious situation, I recommend her to visit St Louise's Comprehensive College on the Falls Road in West Belfast, an area where people do get killed by both the RUC and the IRA, and where Caroline could improve her own education about peace and its origins.

When the House of Commons Select Committee on Education vi-

sited Belfast, we concluded that greater access to education after school (which in Northern Ireland is less sectarian than education at school) could do a lot—quietly and over a long period—to promote peace. Yet this is exactly what the Roman Catholics are being denied at the moment by one of the most fearsome bodies I have ever encountered—the Belfast Education and Library Board.

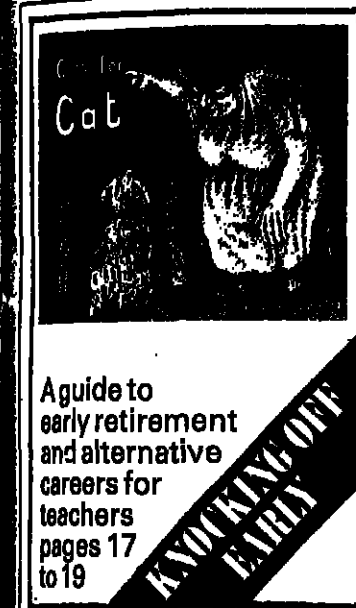
It has been traditional to penalize Catholics in Northern Ireland by denying them housing and jobs; educational deprivation is a comparatively new weapon. We now have the benefit of a survey—far more comprehensive than that of the Select Committee, which came to the same conclusion—stimulated by Mrs Pauline Murphy, head of community education at St Louise's, with the research put together by Steven Irwin. They have detailed both the extent to which West Belfast is being systematically starved of continuing education and the inconceivable case for a new Belfast



Flashbacks to 1980: Andrew Stuart (right) in his colonial days and (above) Jimmy Stevens, the pro-French rebel leader on Espiritu Santo.

further education college to be sited in this area of rapid population growth.

Currently no action is contemplated. The official answer is that YTS will do; the real reason, a fear that the college would be dominated by Catholics and not be acceptable to Protestants. So thousands of unemployed West Belfast youngsters and adults, who want to continue to learn, are being deprived of the chance of doing so. It is the sort of educational discrimination which sows the seeds of conflict into the next century.



Guide to early retirement and alternative careers for teachers pages 17 to 19

Reports hit after strike

Teachers in several parts of the country will not be compiling the traditional end-of-year reports on their pupils.

This is due to the backlog of work which has built up during the two-week industrial battle over their pay.

Mr Gordon Green, senior vice-president of the National Union of Teachers and headteacher of Primrose Comprehensive in Birmingham, said the dispute meant there was no time to do an adverse effect on the quality of reports.

Generally, headteachers warned that schools were still facing major problems from the industrial action taken by the two TUC-affiliated unions in support of their pay claim.

There is still an uneasy feeling in the schools that teachers may embark upon a new industrial action if they fail to achieve professional levels of salaries after through arbitration or the salary restructuring talks which resume today.

The crucial time will be the end of September when the NUT holds a special salaries conference to determine its pay policy for next year. By then, it will know the size of any arbitration award.

Reports, page 5.

L.e.a.s. to give ground in dispute over lunch duties

by Richard Garner

Local education authorities will recognize the right of teachers to have a midday break every day when talks on restructuring teachers' pay resume today.

The meeting will be told that the local authorities are prepared to guarantee that teachers should be free from lunchtime supervision duties on at least three days a week and be given a break of around half an hour on the other two days.

This still leaves question marks over the negotiation of a lunchtime supervision agreement, but it was believed this week that the authorities are also seriously considering the question of paying teachers for covering at lunchtime.

Today's meeting will also be told that progress has been made on the introduction of an entry grade for the profession, and for assessment of teachers on it.

There is still one area of disagreement on this over the local authorities' claim that the assessors should attach weight to the newly-qualified teacher's relationship with parents. Teachers argue that it is quite common practice for older and more experienced teachers to shelter their junior colleagues from involvement with parents—and therefore it would be wrong to assess them on this.

However, with Sir Keith Joseph, Secretary of State for Education, making it clear he is prepared to recommend a package of restructuring to the Cabinet if he judges it to have suffi-

cient merit, the climate for today's talks is more encouraging than looked likely during the recent two months of industrial strife.

Sir Keith's prime interest is to seek some form of regular and watertight assessment of teachers once they have moved from the entry grade on to the main professional grade.

So far the teachers' side has refused to set up a working party to examine this until it receives some indication from the employers about the salaries they intend to pay teachers on the main professional grade.

Mr Fred Smithies, general secretary of the NAS/NUWT, said a withdrawal of goodwill was likely to start in schools next Monday as a result of the delay in fixing an arbitration hearing.

Mr Doug McAvooy, deputy general secretary of the NUT, described as "shocking" the fact that the chairman of the arbitration panel had not been chosen two weeks after ACAS, the Government-backed conciliation and arbitration service, had floated three possible names.

The threat of industrial action was made after the employers had rejected the two people favoured by the union to chair the arbitration panel—Professor Sir John Wood, professor of law at Sheffield University and Professor Laurence Hunter of Glasgow University.

Chief education officers and their deputies have accepted a pay rise of 4.5 per cent from October 1, with the possibility of extra "merit money".



Breakdancing—a mixture of dance and gymnastics which has rapidly become the latest craze among teenagers, particularly young West Indians—is leading to serious injuries, the Physical Education Association warned this week. Its secretary, Mr Andrew Petherick, said that the acrobatic dancelike, which youngsters tend to practise to cassette players outdoors in parks as well as inside in discos, has already caused a number of serious spinal injuries. Breakdancing should not be undertaken without proper supervision and control, he said.

David Lister

Widen intake, Oxbridge told

by Mark Jackson

The Education Secretary is hoping to persuade Oxford and Cambridge to take candidates with vocational qualifications in place of A levels. Discussions are taking place between his officials and the two universities.

For many years some BTEC (formerly TEC) awards have been officially recognized as the equivalent of A levels, but in practice they are rarely accepted by university admission tutors. Sir Keith, who is determined to raise the status of practical learning and vocational studies but has no direct control over the admission procedures, has been looking for a way to get tutors throughout higher educa-

tion to change their attitude.

It was Mr David Young, chairman of the Manpower Services Commission who suggested that the only hope was to try to get Oxbridge to give a lead by accepting both BTEC and City and Guilds qualifications. "I told him that we should concentrate on convincing them and that if we did that the rest would follow," he said this week.

The problem was that university teachers were themselves products of the academic examination system and did not take other qualifications seriously. But if Oxbridge did they would have to.

Cold wind in the chapel

To one of the last redoubts of the English 11-plus, the South Wiltshire Grammar School for Girls in Salisbury, which has been generously provided free by the ratepayers to the Workers' Educational Association for a Saturday afternoon rally. I am there to give a lecture in memory of Ted Liddlecott, a former deputy CEO of Hampshire who died in January. He had devoted his life to the WEA and adult education and was of a breed they don't make any more—in this feudal English province—a socialist who held the admiration of all he met—poet and peer alike.

The WEA is currently campaigning to avoid the creeping paralysis of annual cuts which threaten to destroy it altogether. The association is what is known in the DES jargon as a "responsible body" and some heavy negotiations are in progress to change the tuition and administration element in the grants to these bodies. It has all the appearance of an excuse for more cuts.

I encourage the responsible (and somewhat elderly) bodies in my audience to widen their campaign to "adult education for all"—as part of an essential national diet in an era of structural unemployment and social exclusion, an education for all is



WEA had to contend with an elderly image even in the 1950s.

MSC "training" for non-existent jobs and cable TV pay, I even venture to suggest that the wider cause of adult education is more important than the perpetuation of the WEA in its present form.

This prospect pleases some of the responsible bodies ranged before me, but others receive the idea frostily; to them the WEA is what the Methodist chapel was to their grandparents—an oasis of faith in a desert of Wilshire feudalism. I understand their predicament but I drive back to London with the abiding feeling that the WEA does need to get a little younger—again.

Under-fives under-funded

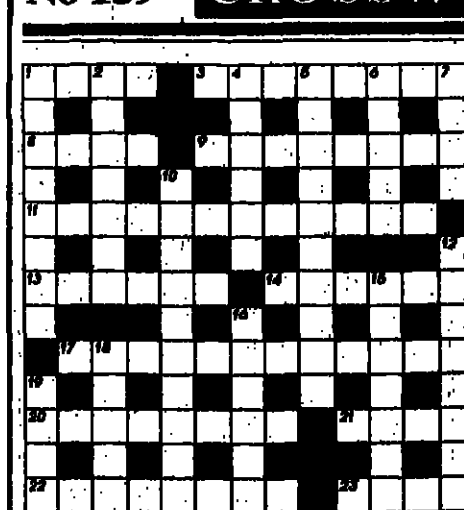
Amidst the celebrations over the Lords' partial reprieve of the GLC, it should not be forgotten that rate-capping and cuts proceed apace. Most vulnerable within the education service will be the non-statutory sector—in particular the Youth Service and the under-fives.

Youth Service lobbyists are pinning their faith on memories of Brixton and the Mansbridge connection; Peter Brooke, the minister concerned, quotes Albert Mansbridge as his spiritual father and the voluntary youth organizations had him in to a conference at Westminster Cathedral the other day in an attempt to pin his spirit down.

For the under-fives' lobby it is more difficult. Deprived toddlers don't riot; they leave it till later. British provision in nursery education now lags more seriously than ever behind other European countries. Equality for Children, the under-fives' lobbying consortium, is holding a national conference in Sheffield next weekend to launch an initiative for a radical change in government policy on nursery education. (Details from May Macdonald, SCVS, 49 Division Street, Sheffield 1.)

Even if there is a change in policy, it will take years to bring about. But now it is time to start.

No 159 CROSSWORD by Rufus



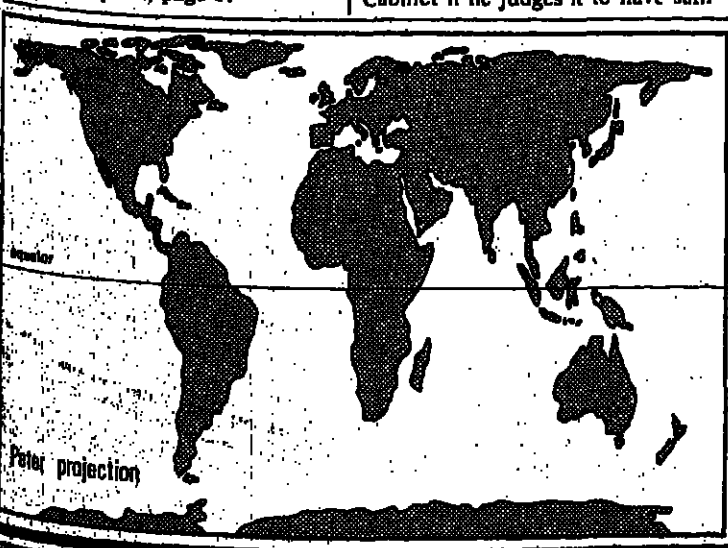
Across

- 1 A mole that is infiltrating public relations (4)
- 3 A mild explosive to cause amusement (8)
- 5 Shoot game (4)
- 9 Pass on information that's personal (8)
- 11 Cramming a ship's crewmen? (2, 3, 4)
- 13 Price change has a point in cookery instruction (6)
- 14 A step a student may take (6)
- 17 The same as complete agreement? (2, 10)
- 20 Used rail transport and left (8)
- 21 Start appointment (4)
- 22 Drawn out in the wrong order—that's awkward (8)
- 23 Judging admiration (4)

Down

- 1 Out through with the examined of the bones (8)
- 2 It extends from Cash (7)
- 4 Actuating possession (6)
- 5 Provocatively, away to cause the beauty prize (5, 7)
- 6 Name of evidence in Russia (5)
- 7 Fight over pound note (6)
- 10 It just shows what you can get with money (6)
- 12 Money put in bank (6)
- 15 Managed to connect with foreign capital (6)
- 16 Matter giving rise to a complaint (6)
- 18 Offensive film director (6)
- 19 Father to the President who is a Communist (6)

Solution to puzzle No 158



THIS WEEK

- CONVENT PRIMARY SCHOOL TO WORK
- NOTICEBOARD
- OVERSEAS NEWS
- LETTERS
- PERSONAL
- CHRISTOPHER PRICE'S DIARY AND CROSSWORD
- CLASSIFIED

Damning report

A devastating HMI report on Haringey's schools was published this week.

HE demand

Biddy Passmore on the DES's latest estimates of young people wanting higher education.

Fighting on

Bert Lodge on how schools are reacting to the housing debate.

Class sizes

New figures on class sizes were released this week.

Special needs

A Government-funded advisory committee to look after the special educational needs of handicapped children is recommended.

Platform

Michael Duffy argues for joint A levels rather than the proposed A/S levels.

Arts/Books

Sir Roy Shaw on the power of the international tobacco lobby; Annette Kobak on the history of the family; RSC's *Richard III* at Stratford (see picture); Soviet television at the NPT; Bob Dylan; Radio 4's *The Big March*; American "hip hop"; BBC2's *Women of Our Century*; English literature

Religious education textbooks



Resources/Media

Anne Glyn-Jones on how school computing could be more directed towards the world of work; Paul Kelley describes how a major television production is being taught in an A level English Literature course; Jessica Sinagra reviews a School Television series on British social history

26, 27

Can we keep ahead of high-tech?

One main purpose of the European seminar on "New Information Technologies in Education" at Newcastle (page 6) was to allow people from those European countries that have hardly started to bring computers into the general curriculum to see, and assess, what the British have been doing.

The EEC considers that the introduction of new technology into education at many levels is an essential priority, if European countries are to stand a chance of competing with the United States and Japan. So far, Britain and France are the only ones to have taken major initiatives to get computers, and computer-based systems, into schools.

Of the two, most people agree that the British are ahead in the production of imaginative software for use across the curriculum (though not in teacher training). The French programme, designed to get 100,000 micros into schools by 1988, started later. As the report on page 14 shows, there have been teething troubles.

The reactions of the other Europeans to British developments were interesting. They admired the range of the work, using simulations, databases, word-processing, computer control, and kits to introduce children to the basic techniques of micro-electronics, as well as the more predictable drill and practice routines.

They were captivated by the possibilities for primaries - which many had not previously realized -

and by the breadth of the possible applications across the curriculum in secondaries. They liked the emphasis on attractive programs, and thought them likely to motivate children.

But they reckoned that immense effort and resources needed to go into in-service training if teachers were not to feel threatened, and reject the best software, which is designed to get pupils thinking and exploring and problem-solving.

And while they were impressed by the range and imagination of the British software, they were not always impressed by its educational quality. They felt the work was too randomly scattered, that much of it lacked clear pedagogic intentions - too much fun and games and too little content - and that it was hampered by being tied to limited, and rapidly dating, computer systems.

These doubts and criticisms are not in the least surprising. We have come an astonishingly long way in a very short time - but we are still at a very primitive and experimental stage. The Microelectronics Education Programme has only effectively been going for three years, secondary schools have only very recently built up to the present average of seven micros per school, and it's only in the last year that most primaries have acquired a computer.

If we want to keep well up in the new technology field, considerable national effort will be needed for many years. It may be right for the MEP as such to disappear in 1986. Local authorities can certainly

take over some of its functions, as the Government intends, doing the basic in-service training, the information job, and some software development. Publishers and manufacturers in the private sector will have a part - though it should be remembered that many of their better products have been heavily subsidized by the MEP.

But it will still be essential to keep national initiatives going. One vital need is to keep educational development in touch with the leading edge of the new technologies, bring teachers and computer scientists together to explore the educational possibilities of increasingly powerful and accessible systems.

Training and retraining the teacher trainers themselves will be another important priority when dealing with technology that is out of date in five years. National curriculum development projects could well explore possibilities in shortage and "hard" subjects, making them more accessible to larger numbers of students. National projects will also continue to be needed to make the most of new technologies for children with special needs.

If the Government says, in 1986, that the pump has been primed and it's now up to the local authorities and the private sector to keep it working, Britain will rapidly fall behind in what are seen, at European level, as high educational and economic stakes. Metaphors from old technology are simply irrelevant in the rapidly developing field of new information technology.

COMMENT

Low marks for Haringey

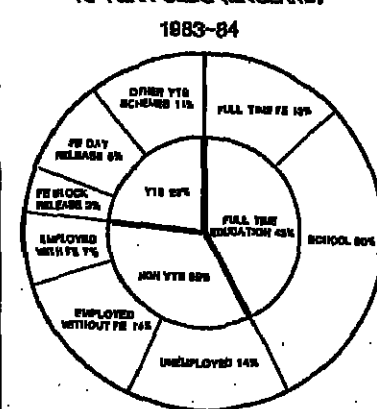
The politics of education in inner urban areas like Haringey impose heavy burdens on Her Majesty's Inspectors when, as reported on page 3, they undertake an assessment of educational provision which is bound to produce judgments which immediately become ammunition for political warfare.

The shortcomings in Haringey, revealed by some 400 HMI-days spent in visits in the spring of this year, are described in familiar Inspectorate phrases. Some good work was discovered, especially at the pre-school level, but, the Inspectors said "more usual was poor quality work characterised by low expectations of the pupils, a general failure to stretch them to reveal or reach their potential, and poor behaviour".

Behind the Inspectorate's strictures on poor standards, truancy, disruptive behaviour, teachers' absence, failure to mark work, and all the rest (including the praise for the examples of successful teaching which run counter to the general assessment) lie contentious political and economic questions about the use of resources. As a defiant high-spender, Haringey needs to justify its much better than average spending on education somehow. In the face of this report it can hardly justify its spending - to ratepayer or to government - by claiming it has brought about high standards. It may claim that standards would have been even lower still with less resources. Mrs. Nicole Harrison, who chairs (among other things) the Haringey education committee, has rejected HMI criticism of exam results which, she thinks, are not out of line with the (admittedly dreadful) exam results achieved in some other inner urban areas.

Because the Inspectorate's yardsticks are professional, their solutions call for better management, to ensure that the large resources are more effectively brought to bear on teaching and learning, and better professional work by teachers. But this begs the larger question of how far inner city problems are political not technical

EDUCATIONAL & ECONOMIC ACTIVITY 16 YEAR OLDS (ENGLAND) 1983-84



Trainees' FE needs

It would be easy to use HMI's quite tough report on the education content of the Youth Training Scheme (page 10) as ammunition in the battle for further MSC takeovers, but closer analysis suggests that the evidence does not all point one way.

Some of the early deficiencies which the Inspectors uncovered, in the swift and comprehensive survey they conducted in the spring, are due to the haste with which schemes were flung together and may be ironed out with experience and the benefit of reports such as this.

The central problem, however, is more intractable, and that is how to persuade trainees to see the point of the further education that is an essential component of the training programme, when few would have chosen FE post-16, and the majority see YTS solely as a stepping stone to a job or a poor substitute for one.

Most people who have nurtured thriving plants out of such stony ground would agree that growth is encouraged most effectively when the work experience directly generates enthusiasm to acquire what is then

seen as relevant skills in literacy, numeracy and beyond.

That sort of complementary learning demands a genuine joint approach from managing agents, employers and college teachers, as well as individual counselling and at the very least a far more assiduous use of trainee log books than the inspectors found.

HMI suggest that a combined approach is most likely to lead to good practice and conclude that the schemes are best implemented when under the control of one organization. Although there are severe criticisms of the irrelevant nature of some college courses - as there are of some employers' lack of interest in education content and MSC guidelines alike - they found that Mode B (college-based) schemes are most likely to offer the integrated programmes needed along with Mode A (employment-based) schemes where the l.e.a. is the managing agent.

It was significant that the education element was seen as most unrelated, and the overall programme least cohesive, in schemes involving many sponsors and contributing agencies.

The moral to this may well be that the necessary improvements to YTS will best be achieved through the local connection, rather than by the imposition of another grand national design such as *Training for Jobs*.

A watchdog, not a quango

When the Special Standing Committee was quizzing witnesses during the passage of the 1981 Education Bill, quangos were going seriously out of fashion. That was the most compelling reason why the Government decided to ignore the formidable weight of evidence and opinion manifested in support of implementing one of the Warnock Committee's main recommendations, for a permanent National Advisory Committee on Special Educational Needs.

But the DES was at least partly convinced that a case might be made out for such a body, since it sponsored first a *Conference*, and then a working party to examine its feasibility and

party to examine its feasibility and desirability.

Now that working party has reported (page 10) and, with the benefit of over a year's experience of the Act's implementation, it has surely established that case on both grounds. Such a committee is already urgently needed to monitor, advise, coordinate and disseminate good practice.

That goody-goody list of precepts can, of course, be applied (and usually is) to almost any educational initiative under the sun, but that does not make them any less essential. Most of the evidence filtering back from local education authorities demonstrates how uneven implementation has been, and what a source of support it could be to everyone responsible to have some friendly central agency to pool and assess experience.

The working party report picks out in particular the need to pay attention to mainstream developments and it is true that many schools are fumbling in the dark as they strive to reassess curricular needs, or find staff who can take on responsibility for integrated classrooms when there are still not nearly enough teachers with the necessary experience or training.

Another question to surface in the pages of *The TES* has related to individual statements of special needs. Have they buried the spirit of the Act in bureaucracy, or will they really help parents and children to establish their rights?

Coordination is especially crucial where a handicapped child needs the services of more than one department or profession - as most of them do at some stage of life and education. The working party takes account of that in its recommendation that the advisory committee's limited membership should display and promote interdisciplinary cooperation.

It must be said, however, that its second-best option to a body funded by the Government, but serviced by an independent institution - a committee set up and housed within the DES - does not. The bits of Warnock that the DES was least eager to act on were those that involved other Whitehall departments. Any committee living within Elizabeth House would inevitably be walled - mentally as well as physically - within the same departmental boundaries.

Second opinion

Alternative routes back to local control

The Council of Local Education Authorities' supporters may appreciate the solicitude of the leading article (*TES*, July 6) but wonder if the Council is quite such a tender plant as it suggests.

Over the 10 crowded and difficult years of its life it has matured considerably. Most of its work is non-political routine and useful to the service but not exciting enough to gain an entry in these columns. When it is political, it is most times when the issues faces are politically generated and by the very reasonable democratic character of its own organization, it has learnt that there can be serious and legitimate differences of opinion, and it has learned to live with those.

The particular issue on which the article focused (*The Training for All White Paper*) is indeed important. CLEA, to its constituent local education authorities, and for further education generally. The Council will have chance to declare its view at its Newcastle conference. So far both the Association of Metropolitan Authorities and the Association of County Councils have declared - and maintained - their opposition to the White Paper's proposals. The *TES* editorial comment on the ACC's position failed, however, to bring out some essential features.

First, my own association, the ACC, reiterated its opposition to the details proposed in the White Paper. Second, on the assumption that, as Sir Keith Joseph told an AMA delegation, the Government would not simply withdraw its White Paper, the ACC's suggestion that the money which would be cut out of local authorities would be put into the Manpower Services Commission. In return, the ACC would be given a formal opportunity to contribute to the local planning of work-related non-advanced further education.

Local authorities are rightly enraged that the White Paper should have been produced with no consultation on the basis of no higher evidence. They are concerned that what it proposes will add bureaucratic nonsense and undue central direction to a system that must be locally sensitive to employers' and students' needs.

The AMA's suggestion of a work-related NAFE as an alternative to the White Paper is one that we could support... as an alternative. (So much for disunity!) In the absence of a positive Government response to this proposal, the ACC has now suggested another way of achieving the strategic objectives of the White Paper. It will involve l.e.a.s. in extending their already wide networks of consultation with industry or training needs to include the MSC, but it will retain as essential features local responsibility for the manner and level of provision and preserve l.e.a. budgets for NAFE from the arbitrary reductions that the White Paper proposes. We are offering the Government the chance of backing local control rather than central direction.

Gordon Cunningham is the education officer of the Association of County Councils.

NO COMMENT

"There is a difference between education and training. Not many people nowadays would object to teachers getting sex education at school."

Mr David Young, chairman of the Manpower Services Commission, National Education and Training Committee, Birmingham, who was quoted in a *TES* article on July 6.

Inspectors come down hard on Haringey schools

by Biddy Passmore

The London borough of Haringey is spending a lot of money on its schools with some very poor results. Her Majesty's Inspectorate says in a blistering report published on Wednesday.

Although Haringey has costs per pupil second only to those of the Inner London Education Authority and pupil teacher ratios bettered by only three other English authorities, the Inspectors describe most of the education they saw as "mediocre to poor".

Ineffective teaching and bad management are blamed for pupils' underachievement.

They criticize especially the four secondary schools they visited, where the general quality of work and life was "rather depressing", examination results "extremely disappointing" and poor attendance "a serious problem". But they saw some good work in Haringey's schools, mainly in primary classes and the early-primary years.

The Inspectors acknowledge that the borough faces formidable problems. It has sharply falling pupil numbers, with primary rolls down by 41 per cent since 1973 and secondary rolls already a quarter below those of 1978 and still dropping. It has great ethnic

what they saw was typical.

The most complimentary part of the report deals with Haringey's extensive pre-school education. The work seen in four nursery classes and an early childhood unit was "for the most part... of sound quality, well-guided and organized by the staff", the report says. It was especially good where staff had taken advantage of the authority's in-service training programme.

But work in the primary schools "rarely reached high standards and some of it was poor", with pace and style tending to peter out in the later years.

The report adds, however, that there were enough examples of good quality work to suggest that more could be brought to the high level of the best.

The secondary schools, although not a representative sample, clearly exemplified some of the authority's problems. The Inspectors say two had recently been amalgamated and were still operating on split sites, two had marked imbalances between girls and boys, and three served deprived areas. All four were reasonably well-resourced, with "numerically ample" and well-qualified staff. Yet all four were affected by one or more of: higher than average truancy; disruptive or unacceptable behaviour; and underachievement. Pupils seemed to achieve less than they should regardless of ethnic or social origin.

"Overall, little work of distinction was seen", the report remarks. "The shining exception was English, which was 'satisfactory in all four schools and occasionally... outstanding'. Mathematics also displayed some promise."

Exam results for Haringey are described as "disappointing", even taking socio-economic factors into account. Only 11 per cent of the borough's fifth year pupils "passed" five or more O levels last year, compared with 23 per cent in the country as a whole. 42 per cent achieved one or more O level higher grades or CSE grade 1, against 52 per cent nationally; and 18 per cent left with no graded result, against the national average of 10 per cent.

Among the reasons the Inspectors give for the poor standards are the general absence of broad and coherent curricular planning, the failure of staff in two schools to mark work and, in one school, the failure of staff to turn up.

Many teachers perform their duties conscientiously despite the problems but they are not helped by poor staff and curricular organization, the Inspectors say.

Mrs Nicole Harrison, chairman of Haringey's education committee, said the borough would take the criticisms seriously. But she said the highly condensed nature of the report had resulted in a generalized picture not wholly consistent with what the Inspectors in person had said to officers and staff. The authority would be seeking more information.

She also took issue with the Inspectorate's comparison of Haringey's exam results with a national sample. "It is not comparing like with like", she said.

Fellowship warned

A Christian fellowship school in Essex with only five secondary age children has been warned to improve its standards following severe criticism of its accommodation and teaching in an HMI report.

The Acorn School in Romford, run by a local fellowship group, has been found with a Section 7 Notice of Complaint by the DES.

The report says the five older pupils - four girls and a boy - are taught every morning in private homes. They lack adequate resources in most subjects, the report claims.

The teaching of primary age children is satisfactory. But the secondary age (teaching is condemned as confused and piecemeal, with pupils under-attained and their capacities underutilized.

Last bastion of caning crumbles

by Nick Wood

The last bastion of the cane among secondary schools in the Westminster Diocese has crumbled following the policy statement approved by Cardinal Hume outlawing corporal punishment.

Staff at the 600-pupil Cardinal Vaughan comprehensive in Holland Park have voted unanimously to ban the cane in the light of the statement.

Their decision has yet to be ratified by the governors but, according to Mr Anthony Pellegrini, the head, it is already in force. "As far as I am concerned, corporal punishment has ceased to exist in this school," he said.

The decision brings Cardinal Vaughan into line with the 20 other Roman Catholic comprehensives in the LEA area that are administered by the Westminster Diocese.

Mr Pellegrini, who said he used the cane only rarely, added that the decision to outlaw corporal punishment had been arrived at swiftly and without argument by his teachers.

"Staff resolved unanimously to recommend to the governing body that we should forthwith cease to administer corporal punishment in the light of the recommendation, which we took very seriously," he said.

Cardinal Vaughan is one of the most popular schools in London, with two applicants for every place. The statement, issued by the council of diocesan affairs which is chaired by Cardinal Hume, applies to 225 primary and secondary schools in Westminster Diocese.

But it is also likely to have a bearing on disciplinary policy at the 2,500 Catholic schools elsewhere in the country.

Mr Patrick O'Connell, secretary of the Westminster Diocese Education Service, said: "It will make them reconsider the whole question of rewards and sanctions. But schools tend to be very independent communities and many may wish to keep to what they are doing."

Negotiations between the Treasury and the Department of the Environment are expected to lead to the injection of up to £1 billion for 1985-86, of which about half would find its way into education. That would still leave l.e.a.s. with less than the £10.7 billion they say they need to continue present policies, but the shortfall

Overseer for youth service

The Government is to set up a small nominated council to advise ministers and others on the development of the youth service, Sir Keith Joseph, the Education Secretary, announced on Wednesday.

Giving the ministers' final response to the Thompson Report, published in 1982, Sir Keith said the body would be established for an experimental period of three years and would then be subject to review.

He also announced the issuing of a draft circular to l.e.a.s. and voluntary bodies urging closer cooperation between the voluntary and statutory sectors. In addition, a special unit in deal with youth matters is to be set up within the Department of Education. But the Government has rejected the report's recommendation of a change in the law to put the Youth Service on a firmer basis. That would only be appropriate if legislation dealing with the whole framework of post-school education were proposed, Sir Keith said.

As the report recommended, the Government is to give grants to voluntary organizations for pilot projects in management training in the youth service, especially for part-time and volunteer staff. But ministers have not accepted the proposal of mandatory grants for students on youth work course.



Norman child: A youngster models what the well-dressed lavader of Britain was wearing in 1066. He was one of the visitors on Saturday to a display called *Aspects of the Norman Conquest* which was part of the 1066 English Romanesque Art exhibition which is running until July 22 at the Hayward Gallery on London's South Bank.

'Ritual' cuts reviewed

Education spending options being considered today by senior Whitehall and local authority officials include cuts worth the equivalent of up to 10 per cent of the teaching force in the next financial year.

But consideration of the two options - which involve cuts of 2 per cent and 3 per cent in councils' present spending plans - forms part of an annual ritual and is most unlikely to lead to cuts on that scale. Instead, the Government is expected, as usual, to bow to reality and increase the plans for local spending set out in the recent *Public Expenditure White Paper*.

Negotiations between the Treasury and the Department of the Environment are expected to lead to the injection of up to £1 billion for 1985-86, of which about half would find its way into education. That would still leave l.e.a.s. with less than the £10.7 billion they say they need to continue present policies, but the shortfall

would be about £200m rather than the £600m the White Paper implies.

Meanwhile, Sir Keith Joseph, the Education Secretary, and Mr Patrick Jenkin, the Environment Secretary, are understood to be fighting Treasury proposals for a moratorium on local authority capital spending this summer.

A moratorium would hit new capital projects where contracts have not already been signed, including new school buildings.

The move by Mrs Thatcher and Cabinet colleagues follows a report that local authorities have overspent on their cash limits for capital spending this year. A moratorium would last until the overspend had been recouped - possibly several months.

Mr Jack Layden, chairman of the Association of Metropolitan Authorities, described the prospect of a moratorium as disastrous.

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Sir Keith Joseph is right in thinking that the three and four A levels curriculum is much too narrow but wrong in believing that A/S levels can provide the answer to the problem, argues Michael Duffy. In his opinion it would be more sensible to explore the possibility of offering joint A levels in subjects such as maths and physics.

When two halves can be better than a whole

The Secondary Heads Association's brisk rejection of the A/S flat is likely to find echoes among many schools and colleges. Quite apart from the principles at stake (and there is a principle involved whenever an examination is created in order to change the curriculum) the logistics of the scheme have awesome implications.

Unless A/S levels are to be no more than A levels bisected - and Sir Keith's admission that in the smaller sixth forms only one or two A/S courses may be available seems to indicate that this is not what he intends - their introduction has to be at the cost, in staffing terms, of something else.

What is it that we should sacrifice, for this notional broadening of the curriculum of our ablest pupils? It is unlikely to be non-teaching time. As the HMs noted when they inspected this school in 1982, our sixth form (300 students, 260 of them taking A level courses) took to an effective student-teacher ratio of 15.7:1 and that figure, which cannot be atypical, leaves little room for extravagant allocation. It cannot be the A level courses we already provide (though A/S seems likely to have an adverse effect on those such as music and second foreign languages that are least well supported) because Sir Keith is clearly committed to the pursuit of academic excellence.

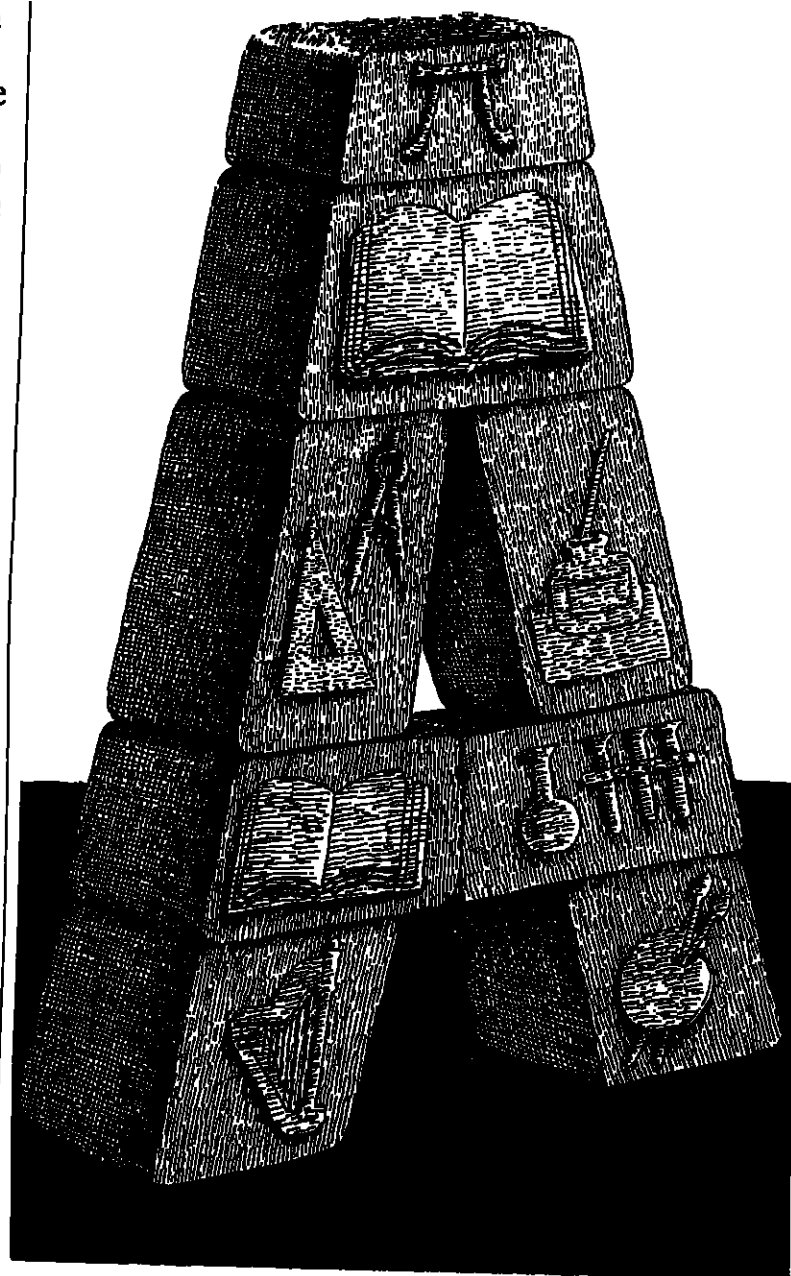
The conclusion that many schools will reach is that Sir Keith is looking at their pre-vocational courses which are clearly at risk, in spite of the glossy cover and ever glossier jargon of this term's CPVE consultative paper, and at the time that A level students spend on what the Secretary of State describes dismissively as "courses which are at present unexamined".

Most schools and colleges will find these areas less dispensable. The first category includes the BEC Certificate and Diploma courses that have proved a considerable success both with students and employers, and have been significant catalysts of the sort of curriculum changes to which the Secretary of State has been enjoining us. The second category includes schemes of community and industrial liaison which are genuinely broadening, and which for clever students contain a measure of experiential learning that A level syllabuses conspicuously omit. Schools will be reluctant, rightly, to dismantle them; but even if they survive, students taking

When separate sections of the syllabus are separately examined there seems to be no logistical reason for ruling the joint A level out of court. Indeed, some boards have made tentative steps in this direction.

three A levels and two A/S subjects (where A/S requires "at least as much" teaching time as half an A level course) are going to have precious little chance to benefit. Always assuming, of course, that the timetable can fit all the permutations in . . . So the reception, outside the more sheltered purview of HMC and the surviving grammar schools, is bound to be somewhat frosty.

It would be a pity, though, if in our hostility to the proposals we lose sight



of the problem to which they are directed. The three A level curriculum (and even more, the four A level curriculum, of double maths, chemistry and physics) is unacceptably narrow, and has been seen for years to be so. We urgently need a solution to this problem, and one that is acceptable equally to universities, colleges and schools and to their students. I believe that hidden among the assumptions of the A/S paper the glimpse of a solution can be discerned.

My argument rests on the way we organize the teaching of A levels in our schools. When staffing permits we allow an allocation of some 1/40th of the teaching week to a two-year A level course. Sometimes the same teacher teaches all of these periods; in some subjects there may be in many schools only one teacher with the necessary skills and experience. But it is not at all unusual for two teachers to share an A level course and both schools and students find some positive advantages in this arrangement. It normally assumes a syllabus divisible into equally weighted parts, and in some subjects this division is made explicit.

Maths, for example, offers alternative papers in pure and applied maths, statistics, mechanics; the Joint Matriculation Board rubric requires candidates "to offer pairs of individual papers to give a single mathematics subject". History and geography in practice do the same. So does ancient history. So, to a lesser extent, does English, through the frequent division, Shakespeare plus prescribed texts, is complicated by the addition in most syllabuses of a critical appreciation requirement.

In art equally, weighted papers test the ability to create visual images and design and the ability to appreciate visual images and design. In other subjects the division is implicit: in modern languages syllabuses, for instance, there is a division between the instrumental use of language in communication, and the use of language as a key to historical or literary or social understanding, and this division can be reflected in the teaching allocation.

If these observations are true we have immediately available to us, with no re-writing of syllabuses, and no new examination targets, an interesting

instrument for the broadening of the taught curriculum of A level students. All that is required is that the examination boards should invent - and the Secretaries of State and the universities accept - the concept of the "A-level", on the model of the degree.

When separate sections of the syllabus are separately examined, the result seems to be no logistical reason for ruling this out of court. Indeed, some boards have made tentative steps in this direction: the Oxford physics with-mathematics is a case in point. One further step, however, is needed to create the flexibility that the joint A level concept would confer: that is, the separate grading of separate half-syllabuses. This, in effect, is what A/S proposes to do, albeit in a surprisingly cumbersome fashion.

Suppose, instead, that a conventional A level result, in a subject readily divisible, was expressed as a double-grade: BB for instance, or BB. It would now be possible to present separately the separate halves of the divisible subjects. A History result, for example, could be expressed as BC. CE instead of the aggregated grade to which we are accustomed: could maths, or sociology, or (minimum of syllabus rearrangement) English, or French, or engineering design, or computing . . .

Little would be lost, much might well be gained. The universities might think more carefully about conditional offers, or would just double the conventional points-count required. Schools would know much more about the strengths and weaknesses of the teaching; employers would know less about the strengths and weaknesses of their applicants.

As for candidates, they would have a wider choice of course, without the school-based problems of timetabling and resourcing that the A/S paper seems inevitably to create. A student at A level (that is, as half of a joint A level course) maths would be more easily available, and often, in a supportive role, more relevant to the student's needs. This could be true also of computing science, or of history or foreign languages or English.

All schools would be able to offer some broadening of the curriculum: some schools would be able to offer great deal. And the individual student would be able to choose between levels and one joint A level, would be handicapped by the breakdown of choice, as many who now call "mixed" programmes indistinguishable.

The proposal is, of course, simple. There would be real problems to overcome. Some A levels (chemistry for instance) cannot sensibly be divided; some demand the assessment of practical and project work; others demand third (and fourth, and fifth) examination papers. On any basis, both syllabuses and assessment assumptions need some modification. It is not so simple as the Secretaries of State have put before us. It has not been possible to reach agreement with the local authority associations on bringing in the new arrangement. The government is determined to implement the decision, but will do so as far as possible in consultation with its partners.

The spending priorities would be agreed in consultation with the education system and employment interests and submitted for his approval as well as that of the Employment Secretary. It is not intended that the MSC should set aside the judgement of senior managers in the education system or that civil servants should second-guess principals and heads of departments. He suspected that many people in further education would welcome exchanging "the be-

Staff slow to resume voluntary duties

by Mike Durham and Richard Garner



Orchestra supervision . . . one of the activities which could be hit next term

Although official industrial action in schools is over, the return to voluntary duties by teachers has been sporadic. And there is a feeling that teachers may embark upon renewed industrial action if they fail to achieve professional levels of salaries through arbitration or the salary restructuring talks which resume today.

The crucial time will be the end of September when the National Union of Teachers holds a special salaries conference to determine its pay policy for next year. By then, it will know the size of any arbitration award and what progress has been made on restructuring.

Mr David Hart, general secretary of the National Association of Head Teachers, said schools had mainly settled back to their normal routines. But there were two areas of concern. One was the short-term problem of teachers refusing to cooperate in attending parents' evenings which have been revived or timetabled for between now and the end of term.

In addition, there had been a number of cases where teachers had refused to co-operate in producing end-of-term reports because they had not got time to do it within the existing school day.

"We are saying to our members that they should make every effort to see that end-of-term reports do go to parents," he said.

A longer-term worry was over mid-day supervision. Mr Hart added: "Teachers are just not going back to supervision duties and we are involved in arguments with several local education authorities over this."

"Our members are saying that local authorities should continue to provide the same level of ancillary assistance that they were providing during the dispute. They are saying that they want to cut back. But we are saying that although the dispute may be over the teachers are still not there."

"In many cases, we are managing to hold on to the ancillaries. We must acknowledge that there always is a drop off in the number of teachers supervising at lunchtime after a dispute but on this occasion it is particularly marked."

Mr Peter Snape, general secretary of the Secondary Heads' Association, said there were cases of teachers still not going back fully - for instance, still not doing dinner duty.

"In some areas, particularly Merseyside, teachers are still not

The effect on a large comprehensive school when the teachers did no more than withdraw goodwill was graphically illustrated by a Welsh head.

"The school is a dreadful place at the moment," wrote Dr John Herbert, head of the 1,200-pupil Llanfyllter High School, Newport, in a letter to a national newspaper in the last days of the dispute.

"We did not finish our rugby, soccer, netball or hockey fixtures. We have not even started our tennis or cricket. Our athletics track is silent and no one is swimming. PE as I know it has ceased. We do no Duke of Edinburgh Award work. Our charity efforts have ceased. Sixty clubs meeting once weekly have been discontinued. Yet nobody is on strike."

Dr Herbert later told *The TES* that

single-handed he supervised 250 children each day who had free lunches. "I am hit proportionately harder because normally I enjoy what is probably a unique situation. All my staff do a lunchtime duty once a week."

"The deputies would be willing to help but I say no. If that's what the unions want then that's how it must be. I don't want to impose a conflict of loyalties on my staff."

He admitted, however, that daily cover was a shambles. "I cannot cope rationally with the separate policies of four unions. The mavericks acting quite within their conscience can create further chaos even where formal union action is itself irrational."

Three parents' evenings, a marathon and a sponsored walk (the money was essential to compensate for

timetabled three or four times a week for parents' evenings or attending working parties."

"During the dispute, schools were not collapsing and teachers were asking: 'Why should we go back to these arrangements without either time off in lieu or additional payment?'"

The ban did not include lunchtime supervision because the union recognized some of its members needed the

free midday meals to boost their incomes.

Mr Jones is a deputy head at High-bury Grove School, Islington, where the majority of teachers are members of the NAS/UTW and where teachers have warned that end-of-term reports may not be completed, because of the backlog of work created by the dispute.

The school's union representatives had approached the headteacher, Mr Lawrence Norcross, who had told them to give priority to marking examinations, and finish end-of-term reports if they had time. If there were any difficulties, he would approach the ILEA for extra supply staff. An ILEA spokesman said no request for additional supply cover had yet been received.

Elsewhere, it is the question of lunchtime supervision which is causing most concern, with at least one school in Staffordshire being forced to send some of its pupils out of school every day for the past two weeks.

Lunchtime supervision has been so badly affected in Humberside too, that some headteachers have written to the I.C.A. asking for urgent ancillary help.

At David Lister High School in Hull, the head, Mr Hugh Garner, said only seven of the staff of about 70 were volunteering for mid-day duties.

"I wish I knew what is going to happen next term. I have told the I.C.A. that there are likely to be several schools with major difficulties next term unless mid-day help is increased."

The school and others have been forced to offer free meals only and send many pupils home at mid-day. Extra-curricular activities, however, have been largely unaffected, as teachers were given the option to continue by their union during the dispute.

At Woolston School in Southampton a craft and design exhibition held every year for CSE pupils' work had to be cancelled during the dispute. But the head, Mr Eric Bailey, said that since the dispute ended there had been "no problems at all". Staff have had to work hard to get school reports out in time.

In Southport, only two members of the staff at Brumby Junior School have returned to mid-day supervision since the dispute ended. The only other effect had been the interruption of local athletics and cricket leagues for the rest of term.

Bert Lodge

NAFE takeover must save money, says Sir Keith

by Mark Jackson

The Government is counting on saving money as the result of switching the control of funding for non-advanced further education to the Manpower Services Commission, Sir Keith Joseph, the Education Secretary, said this week.

Securing economies would be one of the tests for the new arrangement, he told the National Education and Training Conference at Birmingham on Tuesday. He very much regretted it had not been possible to reach agreement with the local authority associations on bringing in the new arrangement. "All I will say on this occasion is that the government is determined to implement the decision, but will do so as far as possible in consultation with its partners."

The spending priorities would be agreed in consultation with the education system and employment interests and submitted for his approval as well as that of the Employment Secretary. It is not intended that the MSC should set aside the judgement of senior managers in the education system or that civil servants should second-guess principals and heads of departments. He suspected that many people in further education would welcome exchanging "the be-

nign neglect and the implied but rather generalized approval of central government" for "more positive but critical attention".

Sir Keith admitted that it was easier to identify shortcomings in non-advanced further education than to find ways of paying for improvements without raising overall costs or affecting the quality of existing courses. He accepted that redeploying resources might increase costs in the short term.

Sir Keith insisted that there was room for more efficiency despite claims that it was impracticable to place bigger work loads on colleges while aiming to cut FE staff. He attacked the "silver book" national agreement which, he said, had been cleverly negotiated by the union but not so cleverly by the I.C.A.s.

Sir Keith called on I.C.A.s to identify and redeploy surplus capacity and to push for reform in the national agreement. He recognized that many colleges "were not hamstrung by the rigid interpretation of the agreement" and that many dedicated staff worked well beyond the agreed hours. He said the existing agreement could be used to justify in efficiency and to prevent colleges making more economic use of their resources.



Professor Eggleston: closer links

New steps in training

Warwick University's new education team comprising Professor John Eggleston who is moving from Keele to run the department of education, and Mr John Tomlinson, Cheshire's chief education officer, who is taking over the university's institute of education - looks set to take professional involvement in training at all levels a stage further.

At Keele, Professor Eggleston's department has done a lot to involve practising teachers in both initial and in-service training. But he feels that the local authorities' massive in-service efforts, and the work of universities and colleges, often run on separate lines rather than the two collaborating with each other.

He hopes that Warwick's expanding education department will foster closer cooperation, not least at higher degree and diploma level. He would like local authorities to become closely involved in selecting fields of research for their teachers who are seconded for higher level courses.

Sit-in rebels back at work

by Hilary Wilce

The 20 Brent teachers suspended for refusing to return to their classrooms after a sit-in protest over compulsory redeployment (*TES* July 6) are back at their posts this week.

A meeting of the governors of Sladebrook High School, which ran through Monday night, resolved that the teachers should be reinstated with no loss of pay and nothing on their records. The governors also called for an inquiry into alleged victimization at the school.

However, an urgency sub-committee of the education committee, meeting on Tuesday night, set aside the allegations that the governors had stepped outside their remit. It decided to convene another sub-committee meeting at which the circumstances of the suspensions would be reconsidered.

Mrs Lesley Thompson, one of the Sladebrook teachers, said the move was "one of the most bizarre and politically motivated decisions ever

taken by an education committee". The teachers would stay at their posts, she said, but did not now know whether they would lose pay for the days they were suspended.

The teachers remain suspended from their union, the National Union of Teachers, pending a disciplinary inquiry into their action in disobeying a union instruction to return to work. The sub-committee also decided that moves towards compulsory redeployment would be dropped. Mr Arthur Steel, Tory education chairman, said that recent talks between officers and teacher representatives had shown that all necessary redeployment could be done on a voluntary basis.

The back-down means the end of a formal dispute declared between the teacher associations and the authority. A special council meeting on Thursday was due to decide on school closures.

Asians oppose 'girls only' course

by Hilary Wilce

Asian women in Manchester are fighting to oppose a segregated sixth-form course for Asian girls due to start in September.

The course, which will include the study of South Asian history and culture, women in society, Urdu, English, religious studies and maths, is being designed specifically for Asian girls, mainly from strict Muslim families, whose parents would otherwise insist they left school at 16.

Approval for the course was given by the Labour-led Manchester local education authority in April. But following a change of leadership and a swing to the Left in this May's local government elections, the newly constituted education committee has agreed to reconsider the matter.

Pressure for the move has come from the Asian Women's Movement, whose members claim that the course is both racist and sexist. They are supported by the Pakistan Workers' Association and the Asian Youth and Community Workers Association.

Ms Jona Pankhania, of the ASM, said it was both racist and sexist to offer such a narrow and separated course.

"It would not attract the kind of girls who would be kept at home, but Asian girls who were taking normal post-16 courses," she said.

Ms Parita Trivedy, also of the ASM, said the course flew in the face of the equality policies now being introduced by a Labour council. "In abuses the

potentials of Asian girls," she said. "If they are to study different cultural backgrounds, for example, then why shouldn't all pupils study such things?"

Mrs Kathleen Robinson, a Labour member of the education committee, said the protesters had presented a convincing case for the issue to be re-examined.

Mr Harry Tomlinson, principal of Margaret Ashton College, where the course is planned to be set up in a building away from the main, mixed college, said work on curriculum development and in-service training for the course was going ahead. He was also discussing the proposals with local communities.



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PRIMARY

Primary schools are the best place to introduce children to computers and new information technology, delegates from EEC countries agreed at a seminar in Newcastle upon Tyne last week.

And it was essential, both for children's personal education and for the survival of European economies, that schools made sure that pupils were familiar with the many applications of new technology.

The seminar, "New Information Technologies in Education", was organized by the European Commission and the education departments of England, Wales, Scotland and Northern Ireland. It was the second in a series intended to promote cooperation between EEC member countries in introducing new technology in education.

The agreement about the primary stage was a marked change from the first seminar, in December, where it was clear that many delegates thought the British and French distinctly eccentric in their decision to introduce computers into primary schools.

In most European countries, the introduction of new technology was seen then as something for the upper secondary level of education - and mainly for the vocational side. Since December, three more European countries have launched plans to give all lower secondary students some courses in computer awareness. But at

Virginia Makins on Europe's growing acceptance of computing for younger children

High-tech breaks the EEC age bar

Newcastle, the ready acceptance of primary schools as an appropriate place to lay the foundations of computer literacy came as a surprise.

Delegates at the seminar had a chance to see some of the software being developed in Britain for use both in primary and in secondary schools.



Heather Govier demonstrates a "turtle" programmable drawing machine to EEC delegates at last week's seminar in Newcastle upon Tyne.

They saw primary children's work with databases, played with graphics programs, saw infants using word processors, and were shown kits being developed for children to explore computer control.

Many also visited one of several local primary schools to see children

using computers in the classrooms. Although many delegates felt many of the uses they saw were of limited value, at this early stage of development, they seemed convinced of the potential worth of introducing young children to the subject.

For one thing, primary schools were

much freer than secondaries to introduce new ideas and techniques into the curriculum - although only Danish and Dutch primary teachers had applied like the freedom of British ones.

In the concluding speech of the seminar, Mr Geoffrey Hubbard, director of the Council for Educational Technology, argued that the schools should not be helped to do more quickly, or better, but to ensure they grow up familiar with the many applications of information technology.

"If the application of new technology does improve the quality of education, that is a highly desirable but unconvincing benefit", he said. "The aim is to make pupils familiar with the technologies, and develop attitudes that will help them in the society of the future."

● The enormous growth in computer studies as a separate subject - there has been an eight-fold increase in candidates in eight years - should not necessarily continue, Sir Keith Joseph, Secretary of State for Education and Science, told the delegates.

Opening the seminar, he said: "There may be a time when, for educational reasons, the separate aspects of the subject should be more thoroughly absorbed into the main curriculum leaving certain specialist aspects of computer science for the enthusiastic few."

NEWS

Mature entrants likely to make up for drop in number of school-leaver applicants.

No decline in demand for HE before 1990 - DES predicts

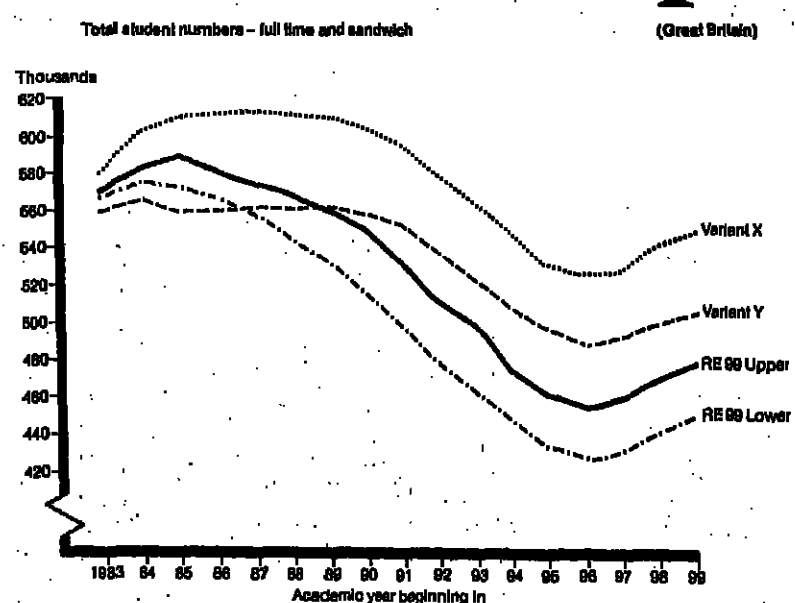
The Government-inspired debate on the future of higher education will now take place against a brighter background with the publication yesterday of new DES projections showing no drop in student demand before the end of the decade.

The Department's statisticians have conceded that rising demand from people over 20 is likely to match - and may well exceed - the decline in the number of qualified school-leavers. Their revised projections indicate that demand will fall after 1990 by about 15 per cent until the "trough" year of 1996-97, before rising again until the end of the century.

The new figures, based on revised assumptions (mainly on mature students), and new information, represent a significant retreat from their earlier view, set out in report No 99 last April, that numbers would peak next year and then fall by a quarter by the mid-1990s.

That report was widely criticized, by bodies ranging from the Association of University Teachers to the Royal Statistical Society, for under-estimating demand, especially from mature and working-class people.

But the DES statisticians, while acknowledging the justice of the complaints, consider that the effects of taking these factors into account was exaggerated. Thus their projections are still less optimistic than their



critics. None the less, the differences in projected student numbers are still substantial. The revised high projection (Variant X) implies a total of 525,000 students for 1996-97, nearly 70,000 more than the high projection in last year's report, and the new low projection (Variant Y) of 489,000 is 60,000 higher than last year's figure.

The main reason for the difference is the statisticians' new assumption of "possible increased demand" from mature students.

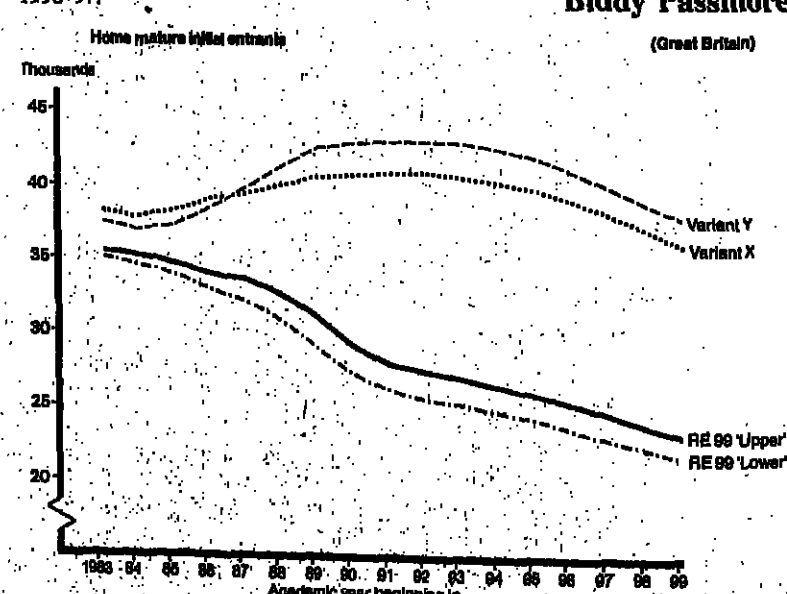
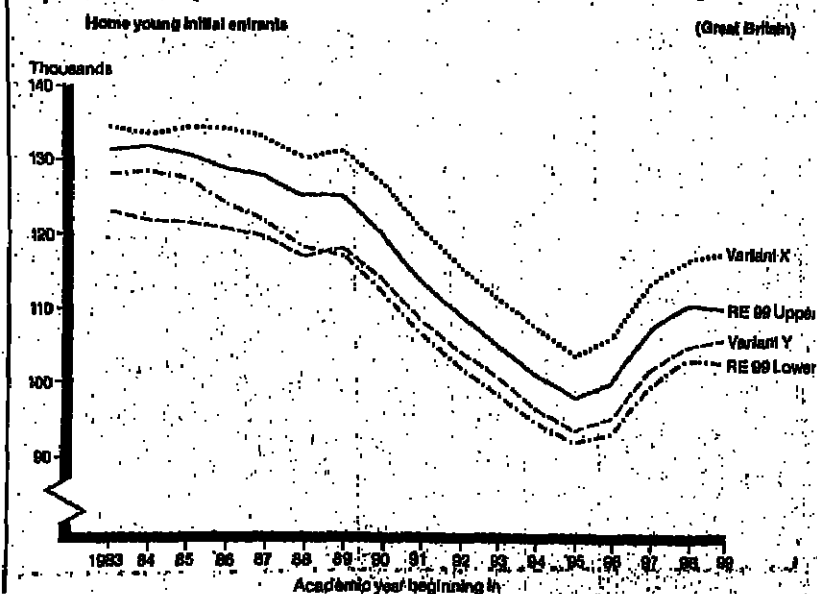
The new projections assume that the proportion of mature students will have risen from under a quarter this year to about 30 per cent on variant Y and about 27 per cent on variant X by 1996-97.

The number of "young mature entrants" - those aged 21-24 - is expected to rise from about 18,500 now to between 19,000 and 22,000 in 1989-90, when the age group will be at its peak, and then to fall back to between 17,000 and 20,000 in 1995-96. These figures are based on the anticipated number of 21 to 24-year-olds with one or more A levels, the level of qualification possessed by two-thirds of entrants to CNAAs degrees.

No such projection on the basis of qualifications is possible for older mature students, the DES says, because nearly 40 per cent of entrants over 25 have qualifications below five O levels or equivalent. So the statisticians have had to use a population-based index for 25-34-year-olds, which suggests that numbers will rise from nearly 19,000 this year to about 21,000 by the end of the decade and some 22,000 by the middle of the next.

"Demand for higher education in Great Britain 1984-2000", DES Report on Education No 100, obtainable free from DES, Publications Despatch Centre, Honey Pot Lane, Stanmore, Middlesex HA7 1AZ. Technical Report to DES Report No 100 obtainable price £8 from DES, Room 337, Mowden Hall, Staindrop Road, Darlington DL3 9BG.

Biddy Passmore



ILEA opens records to parents

Parents of pupils starting at last London secondary schools next year are to have free access to their child's school record, the Inner London Education Authority confirmed last week.

The pupils themselves will also be able to look at their own records in those under 16 will need their parents' permission. Parents of children already in the capital's secondary schools will have access to records until September next year. The delay is to give teachers time to examine entries made on the understanding that they would be confidential, and to delete or change them as they think necessary.

Exempt from the new open access rule will be teachers' personal notes and aides memoire, and medical and psychiatric reports.

The decision to open up the files was confirmed last week by the authority's schools subcommittee after teachers' unions and parent representatives had reacted broadly favourably to the plan.

The subcommittee also agreed reluctantly to keep references open to employers and universities confidential. But the authority is to press the Universities (UCCA) and employers' organizations to change their confidentiality requirements.

● The ILEA is now certain to continue in its present form until elections are introduced, probably in next year.

The Government's enforced decision to extend the life of the Greater London Council for a year until a London Council is elected in 1986 means that the ILEA - which is technically outside its committees - can also carry on.

Sheffield sets out tertiary plans

Sheffield launched sweeping plans to reorganize its tertiary education to create eight tertiary colleges, replacing the present colleges and further education colleges. The target date is September 1990. The scheme has to win local Government backing, and will involve a great deal of building work. The plans will mean closing schools and parts of nine other comprehensive schools. Four of the colleges will be based on schools and four on existing FE colleges.

SPORT

The British Medical Association wants boxing banned, but the sport is defending its corner. Report by Bert Lodge.

Refusing to throw in the towel

The doctor who has supervised medical arrangements for schoolboy boxing for more than 30 years said this week that the British Medical Association's decision to campaign for a ban on the sport would not deter him.

Dr W. T. Densham Ray, honorary medical officer to the Schools' Amateur Boxing Association since 1947, said he had no intention of resigning. And he was confident the association's nine-member panel of doctors - one for each region of the Schools' ABA - would feel the same way.

"Nobody asked me or any other panel member for our views. So very often, people make no distinction between amateur boxing, particularly schoolboys, where extra care is taken, and professional pugilism."

"Logically, they should be calling for a ban on all forms of contact sport. In fact, among those sports boxing is well down the list for the incidence of serious injury. And the majority of the injuries recorded are on professional boxers."

He was supported by Mr Bryan Latham, a Leeds head and former chairman of the Schools' ABA. "I've been involved in schoolboy boxing since 1946 and the worst injury I have encountered is a knocked-up thumb."

Mr Latham conceded that the sport was "in for a hammering" but he predicted that it would survive. "They will never put an end to boxing. What they will do though if their campaign succeeds is put the sport back 200 years. It will go underground and we'll go back to the vile days of the old prizefighters."

The BMA decision, taken earlier this month, was based on a report from the association's science and education working party. This acknowledges there is a fundamental difference between amateur boxing and the professional game. "Whereas the former is usually regarded as a personality-developing form of sport related to good physical health, the latter is big business," it says.

The report maintains that with CT scanning - a modern X-ray technique that can examine several transverse slices of the brain, each 1 cm thick - even a brief concussion may be associated with the tearing of nerve fibres in the white matter in many areas of the brain.

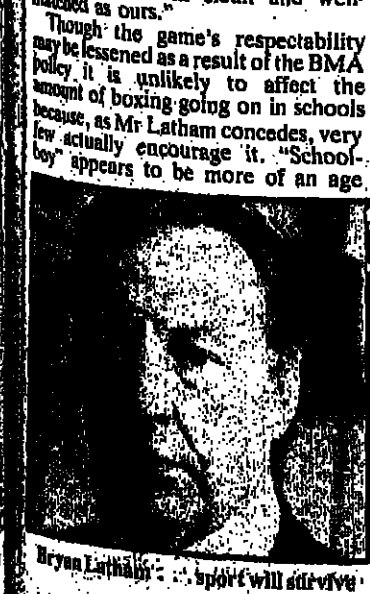
But Dr Densham Ray remains unimpressed. "I've always thought heading the ball in soccer was more of a shock to the skull," he said. "And the soccer player heads a ball many more times in one game than the boxer gets a good head punch."

Officials of the Schools' ABA also defend their corner by pointing to the wealth of protective legislation in the SABA handbook. Boys are matched to within 12 months in age and five pounds in weight and obliged to wear 8 oz gloves, the same weight as those worn by adult heavyweights. Bouts are limited to three rounds of only one-and-a-half minutes each, except for the final round for the over 15s which can run to two minutes. Three clear days must elapse between a boy's contests and he may not take part in more than 14 tournaments in one season, excluding recognized championships.

Furthermore, one of the duties of the referee is to prevent a weak boxer from receiving undue and unnecessary punishment.

"We are the only sport that insists on a medical before the participants even start," Mr Latham pointed out. "I wish all sports were as clean and well-matched as ours."

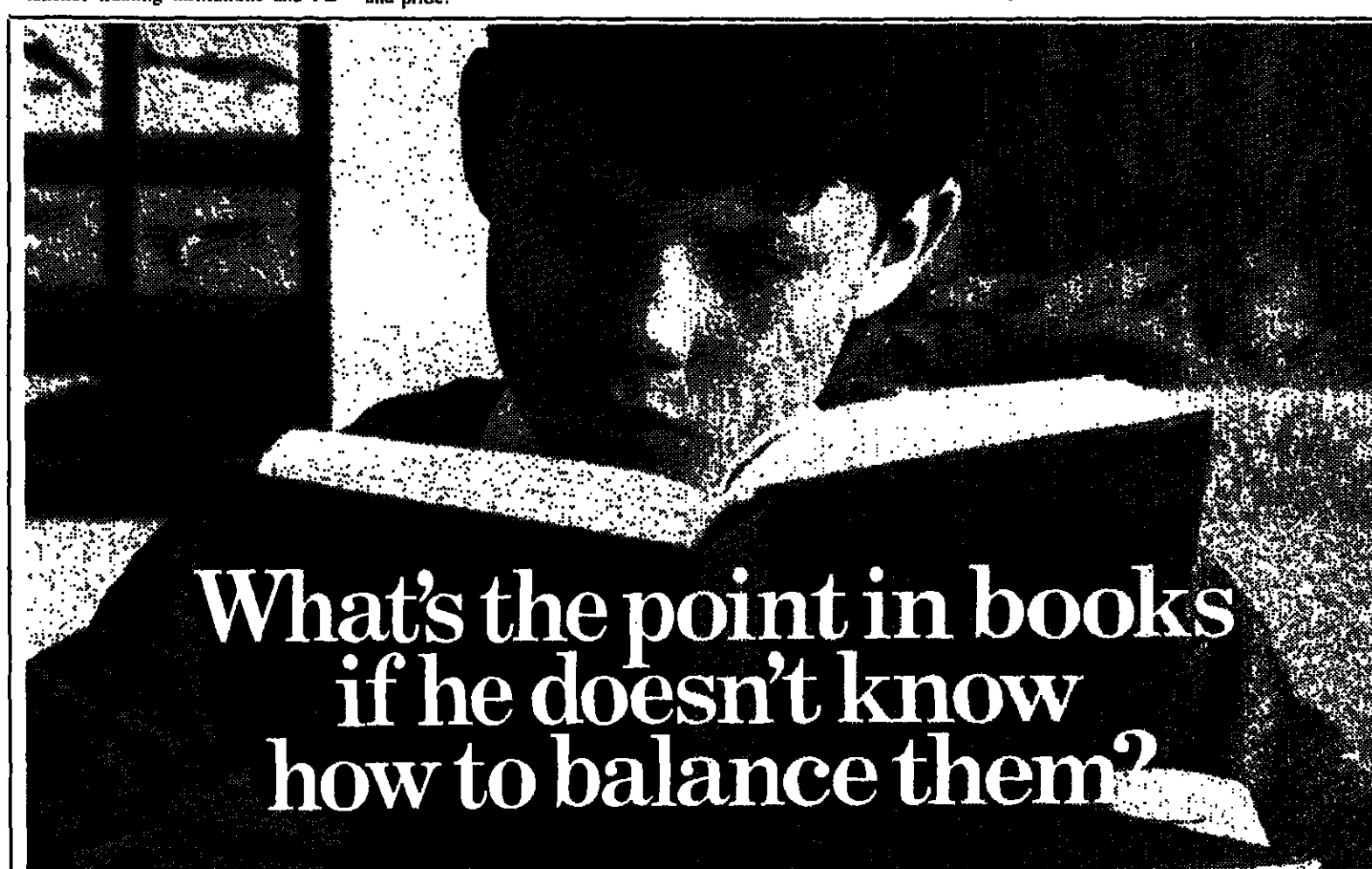
Though the game's respectability may be lessened as a result of the BMA policy, it is unlikely to affect the amount of boxing going on in schools because, as Mr Latham concedes, very few actually encourage it. "Schoolboy" appears to be more of an age



Bryan Latham: "Schoolboy" appears to be more of an age



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There is no sound academic reason why some public sector institutions should not validate their own courses, polytechnic directors have told the Government inquiry on quality control in non-university higher education. The process of validation could be considerably simplified with out endangering standards, the Committee

of Directors of Polytechnics says in its response. But it insists that effective validation of degrees must involve evaluation of an institution's procedures by external peer groups and an external examiner system.

'They say, too, that the validation process should be separate from assessment of the quality of performance, in which they see a bit of Her Majesty's Inspectorate.'

The Association of Teachers, in its response, says the full system of validation by the Council for National Awards may no longer be relevant for institutions older and more than some of the others.

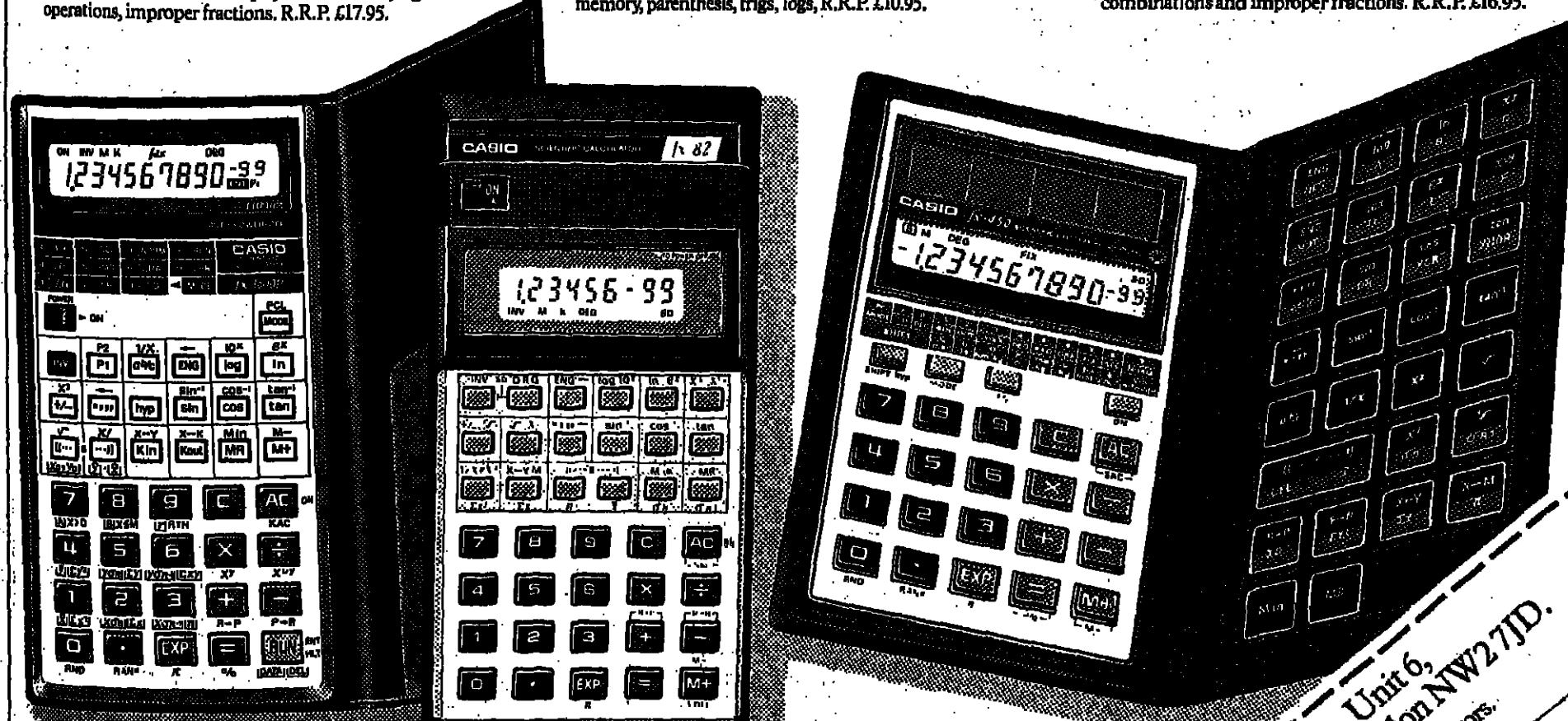
to condemn the introduction of studies as a separate item in the plum will be made at a teachers' conference later this month.

Union deplores its introduction and is to be tabled for the annual conference of the Professional Association of

branch.

The conference, which is in Edinburgh, will also be a union has now achieved recognition almost half of the local authorities: in England and 51 out of 104 I.E.S.s and in

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A motion deploring its introduction has been tabled for the annual conference of the Professional Association of

The conference, which is being held in Edinburgh, will also be told that the union has now achieved recognition from almost half of the local education authorities: in England and Wales £1 out of 104 L.E.A.s and in Scotland

SCHOOL TO WORK

Survey finds youngsters regard scheme just as job substitute

Inspectors highlight flaws in YTS

A mixed verdict on the Youth Training Scheme is recorded in a report from Her Majesty's Inspectorate this week. The inspectors say that most trainees do not see the scheme as a training programme at all, but simply as a step towards a job.

Although they say that their report is only a survey of the education service contribution to the scheme, they identify important shortcomings in its implementation, which involves employers, managing agents, and the careers service.

These include:

- A lack of integration and coordination between the work experience and the off-the-job training.
- A failure so far of the Manpower Services Commission's guidelines to shape the courses or to get colleges to adopt a broadly based approach.
- The placement of many trainees on unsuitable courses.
- A patchy use of the trainee log books which were intended to be the principle means of recording progress.

The inspectors who visited 80 colleges, inspected 500 schemes in 42 local authority areas, and interviewed 90 employers, say that the education service has responded quickly to the demands of the YTS and that staff show a commitment which is reflected in relationships with trainees, the MSC, managing agents, and sponsors. But they pinpoint widespread weaknesses in teaching, the structure and content of courses, staff development, and accommodation and equipment.

They judged that teaching in just over half the classes was good; adequate in another third; and poor in the rest.

Most trainees were in the YTS as a substitute for paid employment and rarely stayed if a job turned up. Few chose the YTS in preference to full-time education, and for most the college course was just a part of the YTS package. They found it generally acceptable if it offered them a chance

to acquire skills and certificates relevant to the labour market, and did not readily accept broadly based courses intended to introduce them to a "family" of jobs (the approach the MSC favours).

There were difficulties in matching traditional courses to the wide range of ability and motivation among trainees, and some were being placed on inappropriate courses - in one case the inspectors found that a group was being taught for an examination its members had already passed. Some trainees, in contrast to non-YTS students, voted with their feet when faced with sessions they found uninteresting.

The inspectors say that they found little to suggest that the design elements and learning objectives and the broad-based approach specified by the MSC had been explicitly covered by

Edited by
Mark Jackson

colleges or other teaching centres. Much of the further education led to job-specific rather than broad-based skills, and many of the providers of work experience, college staff, and trainees themselves, argued that this was preferable.

Some of the most motivated and successful trainees were in the Construction Training Board YTS scheme, which the inspectors call "in effect, the first year of a conventional apprenticeship and considerably narrower in application than the philosophy of the YTS would suggest it should be".

Although there were some examples of complementary learning where managing agents, including educational institutions, had developed guidelines and structures, overall it was evident to the inspectors that vocational studies and work experience were insufficiently related to each other or to the more general parts of

the scheme. They blame this partly on a conflict between broadly based training requirements "and the narrower demands of specific work places which tended to undermine the general philosophy of the YTS".

Among the factors which contributed to good practice, on the other hand, was the combined approach by all the agencies concerned to the implementation of the curriculum; learning strategies which encouraged the active and sustained involvement of trainees; skills training to explicit standards; and suitable equipment and accommodation.

Often, however, college staff were failing to take advantage of chances to link education with the on-the-job experience and training, and some with specialist industrial backgrounds found it difficult to adapt to the demands of the scheme. The inspectors visited a college in the north-west where classes were described as "the meeting of unwilling staff with unwilling trainees".

By contrast, in another college there were committed and enthusiastic teachers who were impatient with colleagues who did not share their commitment and enthusiasm.

Concern was expressed by the inspectors about the low status of YTS work in colleges and its vulnerability to sudden policy changes: the low academic level some colleges placed on the work was frequently mentioned by teachers who saw it as a barrier to promotion.

The inspectors observed little staff development and concluded that the YTS had been introduced so quickly that in-service training was lagging well behind. MSC and City and Guilds training was meeting the needs of instructors but not of teachers.

Colleges had played little part in the selection of trainees, who were recruited mainly by the careers service, and the inspectors hint that many

colleges are critical of the way this has been done. The report says: "A number of teaching staff were of the view that in some areas the careers service was more concerned with filling quotas on Mode A schemes than with ensuring that trainees were suited to the programmes they were undertaking".

The inspectors make a number of approving references to the way Mode B schemes (which are being heavily cut back at the insistence of the Government) have been able to cater closely for trainees' needs and to offer integrated programmes: they say that this is also more likely to happen in Mode A schemes when the local education authority (rather than an outside employer) is the managing agent.

The inspectors say that introduction of the scheme has led to a heightened awareness of the implications and possibilities of work-based education, and training for young people.

"It is now important to consolidate and build upon what has already been achieved", the report declares.



YTS work: 'Meeting the needs of instructors, but not of teachers'.

calls to the universities.

Admissions tutors - who generally receive the A level results a few days before their official publication - adopt various methods of selection and rejection. One popular approach is to start by rejecting all those applicants who have failed to achieve two A level passes or who haven't been successful in their required subjects.

The second stage will then be to accept all applicants who have obtained the correct grades or better. Then begins the lengthy business of deciding on those who have failed by one or two points and it is these unfortunate who usually have to wait a week or more before decisions arrive.

They could, however, move things along a little by phoning from the Monday following results day and, if they have been rejected by their first choice, by getting in touch with their second university to determine their chances of a place. One they have been rejected by their "firm" and "provisional" universities then they can go into clearing.

Meanwhile on August 16 the results of the A levels will be known followed by the traditional flood of telephone

The polytechnics and colleges have been inundated with applications, but they know that many of their "paper applicants" will disappear as results are known and final decisions are made. After August telephone calls will be worthwhile - indeed many students receive offers this way every year.

Between late July and mid-September the Advanced Further Education Information Service (AFEIS) will be operating. Each year the DES circulates up-to-date lists of vacancies to careers officers in each locality during the summer holidays and any students looking for vacancies in non-university institutions should be directed to their local careers office for advice.

Lastly, a note to referees. If you have students whose A levels might have been affected by illness or other personal problems not only should the examining boards be advised but also the admission tutors of institutions who have made them offers (but not UCCA or other clearing houses).

Allowances
row coming
to the boil

The long-simmering dispute over Youth Training Scheme pay is likely to be brought to a crisis, London's local government officers' union, are this weekend working out how to implement the union's plan to force local authorities and some of the nationalized industries to pay trainees considerably more than the allowance fixed by the Government.

The Manpower Services Commission has just decided to recommend that the weekly allowance should go up by £1.25 to £26.25 a week, overriding demands from the TUC representatives on the Commission for a much bigger increase.

Behind the TUC representatives' widespread union anger at the Government's refusal to maintain the value of the allowance, at present the same as that paid to Youth Opportunities Programme participants four years ago.

While many of the youth organizations, voluntary agencies, educational bodies, and local authorities involved in the YTS are also critical of what they see as shabby treatment of the trainees, the unions argue that there is more at stake: ministers have openly welcomed the scheme as a way of helping to bring down the level of young people's wages generally.

A few employers - in some cases as a result of urging by their unions - have agreed to top up the Government allowance in the way that the YTS Task Group envisaged. But for most of the youngsters taking on for apprenticeship training the scheme.

But in most industries employers have taken on all their trainees on bare allowance - with some local authorities encouraged from MSC officials and the unions have woken up to the fact late to do anything about it this year.

But NALGO's annual conference last month backed an executive proposal to refuse to handle any YTS scheme run by the local authorities or employers unless the trainees were paid at least £34 a week - the point at which tax and National Insurance contributions become payable. The conference will also be concerned with industrial action as gas, water, and electricity, in which NALGO members also work.

The existing YTS procedure involves MSC officials obtaining the consent of the appropriate unions before recommending any YTS scheme. Local GO's education and economic committees during the next few days will instruct branches to satisfy themselves that the allowance will be "significant" before agreeing to renew any of the existing schemes for next year.

More than 25,000 YTS places, of nearly one in ten of this year's intake provision, are likely to be affected.

education, Dr Rhodes Boyson, has issued the recruitment members of his own party that voluntary bodies could consider the working conditions Act and their relationships with the government.

That conference asked the YTS to set up a committee to investigate the need for a national council for educational needs.

Under its chairman, Mr George Cooke, formerly vice-chairman of the Warnock committee, the committee consulted more than 60 organizations concerned with handicapped people.

Nearly all favoured the idea of a national council.

A national advisory committee for special needs? Report of the Warnock committee, NCB, 3 Watling Street, London EC1V 7QE, £3.00.

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Careers
Diary

by
Brian Heap

First year sixth-formers who intend applying for university and college places in the autumn should now be well on their way to choosing their courses.

In this, the CRAC Degree Course Guides (Hobsons Press, Cambridge) are extremely useful. Subjects are scrutinized and the content of work to

be done in each course and the options available are given. Even so, check with the prospectus.

Subject should also be related to the type of course - single, combined or joint honours and also sandwich courses. For example, most students want to know which courses give them the best chance of a job on graduation. Top of the league for graduate employment is Brunel University and it's no coincidence that all their courses require students to spend a period on industrial or commercial placement.

Details of short degree courses are contained in this year's edition of the new book Professional and Vocational Degree Course Offers (Careers Consultants, 12 Hill Rise, Richmond, Surrey). In addition advice about which university, how to complete the UCCA form, and how to prepare for interview is contained in another new booklet - also published by Careers Consultants - *Getting into University* (£1.50).

Meanwhile on August 16 the results of the A levels will be known followed by the traditional flood of telephone

Handicapped children should have a Government-funded advisory committee costing around £150,000 a year, to look after their special educational needs, a review group recommends in a report published today, *Diana Spencer writes*.

A national body should be set up urgently before goodwill and effort are dissipated and expectations disappointed, says a report published by the Voluntary Council for Handicapped Children.

A working party, appointed by the council last year, found overwhelming support from voluntary, statutory and professional agencies for the idea.

It recommended that the new committee should be appointed and funded by the Government, but housed and serviced within an independent institution such as the National Children's Bureau.

(This proposal could be attractive to the Government as it has just arranged a similar partnership with the National

NEWS

Education advice team
urged for handicapped

Institute for Adult Continuing Education to develop work in that field.)

The new body should have a maximum of 20 members and at least six years of life, but be reviewed in its fifth year for performance and effectiveness, says the report.

Its main task would be monitoring the implementation of the 1981 Education Act, which was based on the Warnock Report's recommendations and came into force in April 1983.

The committee would also promote good practice, cooperation between professions and agencies, and help overcome difficulties.

If the Government proves unwilling

to fund a secretariat and provide enough money for seminars, investigations and publications, the report recommends, a committee should be set up and housed in the Department of Education and Science. That would be acceptable as the next best solution, provided that the Government allowed the committee to "exercise a proper measure of independence of thought and action".

The notion of a national advisory body arose from the Warnock Report but was firmly rejected by the Government when the report was translated into the 1981 Act.

But the then junior minister of



Dr Rhodes Boyson set up a conference

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS
Miss Judi Askew, deputy head of Deansley Church of England Middle School, to be head of Chivenor J School, Castle Vale, Birmingham.
Mr Peter Brown, head of Brunswick Park Junior School, Camberwell, to be head of Oliver Goldsmith Junior School, Peckham.
Dr Peter Southam, head of history at Westminster School, to be head of Bancroft's School, Woodford, in succession to Mr Ian Richardson, who retires in August.

UNIVERSITY APPOINTMENT
Lord MacDermott of Kilwinnie to be chairman of the council of the University of Buckingham.

ADMINISTRATIVE APPOINTMENTS
The following have been appointed members of the Science and Engineering Research Council for four years from October: Professor Sir Michael Atiyah, Professor B. Clarkson, Professor A. Cook, and Professor C. Hilliam.
Mr Simon Richey has been appointed assistant director, education, of the London branch of the Calouste Gulbenkian Foundation.

CONFERENCES...

July 29
"Hindi in Multicultural Britain" at Woodberry Down School, Woodberry Grove, London N4 from 9am to 6pm. Details from Hindi Conference UK, 36 Trent Avenue, London W5.

September 5-7
Incorporated Association of Preparatory Schools annual conference at Trinity College, Cambridge. Details from the Independent Schools Information Service, 56 Buckingham Gate, London SW1.

September 15
"The Changing Face of Primary Education", a conference organized by the Hillingdon branch of the National Association for Primary Education at Newland Park Campus, Berkshire. Speakers include Mrs Frances Morrell, Mr Peter Smith and Mr Don Denegri. Fee £5. Applications to Mr R. Pinkerton, Yeading Junior School, Carlyon Road, Hayes, Middlesex.

September 19
Council for Education in World Citizenship conference for sixth-formers, particularly those studying economics, on "The City and the International Monetary System", at the International Monetary Fund, 19, rue de la Harpe, Paris. Details from the Conference Organizer, CEWC, 19/21 Tudor Street, London EC4Y 0DJ.

September 25-27
Headmasters' Conference annual meeting at the University of Sussex. Speakers include Peter Newsam and Sheila Browne. Details from ISIS, address above.

October 9-11
"Biotechnology: Implications for Schools", a conference to introduce this new technology, outline the developments in industry and explore the implications for subject teaching in schools and career opportunities for pupils at Dyffryn House, Cardiff. Residential fee £30. Details from The conference office, CRAC, Bateman Street, Cambridge CB2 1LZ.

COURSES...

September 19-21
Planning for Progress: a CRAC/NEC course at Homerton College, Cambridge. Residential fee £93.20. Details from CRAC, Bateman Street, Cambridge CB2 1LZ.

September 21-23
"Reflecting society - library provision in a multicultural society" a Library Association/ Youth Libraries Group weekend school at the University College of Swansea for librarians, teachers, publishers and booksellers. Details from Mrs B. Price, Branch Librarian, County Branch Library, Gwent Square, Cwmbran, Gwent. Closing date August 13.

November 9-11
Research Machines National User Group weekend at the Ladbroke Mercury Hotel, Leyland, near Preston. Residential fee £70. Programme details from Barry Mawer, 206 Preston New Road, Southport, Merseyside PR9 7NY.

SUMMER HOLIDAYS...

National Portrait Gallery
Paints and Politics is a large-scale activity for all ages, creating two group commissions based on two paintings in the gallery from July 30-August 18. There is no advance booking and admission is free. The gallery will provide materials, but extra collage material will be available. Monday to Friday 10am to 3pm (closed for lunch from 12.30 to 1.30) and Saturdays 10am-4pm (closed for lunch from 1-2) in the Education department, National Portrait Gallery, St Martin's Place, London WC2.

London Zoo
Apes and Monkeys - a new exhibition based on the zoo's primate collection uses graphics and hands-on displays to highlight the adaptations and skills of the larger primates. New panels describe the animals' habitat in the wild, anatomy, and behaviour. Details from the Education department, London Zoo, Regent's Park, London NW1. Tel: 01-222 3333.

National Army Museum
Young people's summer events from July 30

to August 3, August 6 to 10 and 13 to 17 from 10am to 12.30pm each day, admission free. Programme includes plastic modelling, art activities, film, gallery trails, and colouring sheets.
Leicester Museums
Puppet workshops and demonstrations at the Museum, New Walk, Leicester, daily from July 16-19 from 10am to noon and 2-4pm. The session on July 18 on "Making and Using Puppets" is for adults only. Similar sessions will be held at the Rutland County Museum, Catmose Street, Oakham on July 20 and 21. Further activities at Rutland County Museum including "Medieval Food" on July 26, "Brass Rubbing" on August 1, "Print a Pattern with Indian Wood Blocks" on August 8, and "Make a Farm Mural" on August 14. Goby Iron Age Farmstead
An Iron Age reconstruction in Groby, Leicestershire. Activities for children over the age of 9 from July 17 to August 17 include building work and watching, spinning and weaving and pottery. Booking details from Mrs Jane Skelton, Leicester 765532.

INFORMATION WANTED...

Music Education
A study into the opportunities available for musically gifted young children is being undertaken by the headmaster of Wells Cathedral School. He is particularly interested in researching how parents and teachers without direct musical knowledge can be advised of the best ways of nurturing musical talent. During three months' study leave he will be visiting primary schools, music teachers and others. Anyone wishing to contribute is invited to write to Mr Alan Quilter, Wells Cathedral School, Wells, Somerset BA5 2SZ.

School Songs
A collection of "School Songs" would like to receive words and music, particularly of grammar school songs from between 1850 and 1930. Please write to N. D. Walmsley,

Trydym, Homing Road West, Horwath, John, Norwich NR12 8QL

RECENT PUBLICATIONS

1984 Compendium of Sixth Form and Tertiary Studies gives details of establishments already opened or planned with a survey of courses, sporting activities, academic and administrative organization and of links with feeder schools. Each college has supplied its own details. It is published by the Standing Conference of Sixth Form and Tertiary Colleges, Bamsley Sixth Form College, Huddersfield Road, Bamsley, South Yorkshire S20 1DS price £5 post free in Britain.

Resources for Multicultural Education an introduction by Gillian Klein has been reprinted in a revised and expanded version. It is a selective and introductory guide to curriculum materials and also offers a list of relevant organizations and research projects. It is available from Longman Resources Unit, 33-35 Tanner Row, York YO1 1JP price £2.95.

Revis: The Review of Elementary Applications of Maths for Schools aims to review 'applicable mathematics' materials for schools and to discuss developments. It is published by the Mathematics Applied Group, School of Education, University of East Anglia, Norwich and costs £2.20 including postage.

CET News: The twenty-first edition contains articles on supported self-study in secondary education, libraries and information skills, micro and special education and open learning. It is published three times a year and is available free of charge from Simon Newton, Council for Educational Technology, 3 Devonshire Street, London W1N 2BA.

Compiled by Mary Cruickshank

Initiative for jobs seeks emphasis on training

EEC
Anne Good on proposals for tackling unemployment

More than 60 million people, nearly a quarter of the total population of the European Community, are involved in education, yet the process of European integration is leaving schools and colleges almost untouched.

Member governments have allowed the Community a limited role in training policy through the European Social Fund. But "despite years of negotiations on reforming the ESF... the fund's budget is still only 4 per cent of the Community budget, which is itself shrinking", according to the European Trade Union Confederation.

The ETUC, which lobbies the EEC on behalf of more than 40 million workers, is calling for a big policy shift to enable education and training in the Ten to meet "the tragedy of mass unemployment and... the challenges of new technology".

The confederation has just released a new education and training programme in which it picks three priority areas where action is needed if its twin goals of reducing unemployment and equalizing opportunities are to be achieved. These are preparing young people for adult life, further education and new technologies.

About 40 per cent of the unemployed in EEC countries are aged under 25 and many, especially girls and members of ethnic minorities, have been unemployed for more than a year. The ETUC sees as critical the fact that "unemployment has become a permanent situation for a growing number of young people".

Schools and training courses must meet this "major challenge of the Eighties", it says, by making sure what they teach is relevant to young people's needs, by better guidance and assessment methods, and by organizing on-the-job experience, without, of course, allowing young people to be used as cheap labour.

Besides helping to exchange ideas and information across national boundaries, the ETUC sees a two-fold role for the EEC. First, it urges that the slowly grinding machinery for achieving mutual recognition of qualifications within the Community be galvanized into action. Second, it wants to see the EEC-funded pilot projects on transition from school to working life continued on the condition that the trade unions be fully involved in planning the programme.

To help adults cope with a rapidly changing world, the ETUC argues that a whole range of education and training courses must be opened up, so that every European worker has access to further education, free of charge.

Possibilities should extend from work-related courses to literacy programmes, training in political and social skills, foreign language teaching, leisure skills and special courses for groups traditionally facing discrimination on the labour market.

The ETUC insists that the right to further education be written into collective agreements and that time off, pay and social benefits be legally guaranteed. The courses should be paid for jointly by the state and the employers, but unions must have a strong say in spending.

The National Union of Teachers has written to every chief education officer in support of the CRE's code of practice agreed by Parliament last April. The code aims to eliminate discrimination and promote equality of opportunity in employment. The NUT has also re-issued its 1983 circular to local officers urging them to involve black teachers in the NUT's working parties and committees.

1983 Annual Report, CRE, House, 10-12 Allington Street, London SW1E 5EH. £1.

Mondale wins support of biggest teacher union

UNITED STATES
Peter David looks at the divisive effect of Reagan's reforms

America's biggest teacher union, the 1.7 million-member National Education Association, last week repudiated President Reagan's programme for school reform and promised to throw its considerable financial and administrative resources behind Mr Walter Mondale, the probable Democratic candidate for President in November.

At an emotional annual conference in Minneapolis, the union's president, Mrs Mary Hatwood Futrell, told delegates that the quality of education would not improve until Mr Reagan was removed from office. She dismissed the Reagan Administration's recent drive for change in education, which has prompted a year of tumultuous reform in the schools, as "lip service".

Endorsement by the NEA will give Mr Mondale welcome help at the Democratic convention later this month, where the union will be sending some 270 delegates, most of whom are committed to his support. The union also plans to play a big part in the final Presidential race by mobilizing up to half a million members to aid the Democratic campaign machine.

The value of the NEA endorsement was underscored by Mr Mondale's personal appearance at the Minneapolis convention. "I come to you today pledged to be the best president that education, science and learning have ever had in the history of the United States. My goal is nothing less than a renaissance in learning, education, science, training and research," he said.

Although technically bipartisan, the NEA has been at loggerheads with the Reagan administration since before the 1980 election. Its opposition has focused on the President's desire to disband the Federal Department of Education created by President Carter and to give tax relief to parents who



Walter Mondale: wants nothing less than an educational renaissance.

NEA's dogged refusal to give the Reagan Administration any credit for the current wave of school reform is becoming increasingly hard to justify as more and more states vote extra money for their schools. In Texas last week, the state legislature ended a special session by approving the first major tax increase in 13 years to finance multimillion dollar improvements in the public education system.

Creation of a career ladder is an integral part of the Texas reforms, with starting salaries rising from \$11,000 to \$15,300 (£8,300 to £11,500) and maximum earnings rising from \$21,500 to \$26,600.

The Texas reforms, however, are peppered with extras the teacher unions are unlikely to welcome. To ease teacher shortages, for example, the state will create a short-cut alternative for intending teachers that will bypass traditional teacher training. A similar proposal in New Jersey has come under scathing criticism from teacher unions.

In addition, the reform package requires teachers to subject themselves to repeated competency tests in teaching and academic skills in order to keep their jobs.

Anxious to avoid looking too much like an obstacle to reform, the NEA has now unveiled its own master plan for educational reform. The document, drawn up over the past year by NEA representatives from 16 states, says schools must be "totally restructured" to meet the needs of the next century.

In a snapshot of the kind of education system the NEA wants to see in the year 2001, the document says teachers will be held "rigorously accountable" for the quality of education, with only the most talented allowed to enter the profession, and then only after substantial practical experience. Teachers, it adds, will be "professionally compensated", and schools will be better funded.

But the document delicately skirts the issue of merit pay, emphasizing instead the need to raise overall salaries and to increase the influence of teachers over the curriculum and learning materials.

The number of students incurring hopeless debts on study loans more than doubled in the period 1981-83, according to figures from the Danish State Council for Educational Assistance (Rådet for Uddannelsesstøtte). At the end of 1983, a total of 8,048 Danish students had accrued individual debts exceeding 150,000 Danish kroner (£10,700) compared with 3,522 students two years previously, after taking state-guaranteed loans from private banks in order to pursue courses in further education.

In all, at the end of last year, 186,000 students owed a total of Dkr 8,200m, the council's latest report calculates. This has led to a call for the strict limitation of Danish state-guaranteed bank loans to students to a ceiling of Dkr 70,000 before interest payments, coupled with the writing-off of debts in the most hopeless cases.

Those are students who find themselves unemployed and without a degree of other qualification after protracted studies, as is frequently the case today in Denmark, where only 7 per cent of students complete higher education courses within the allotted time.

The agreement covers all new primary school textbooks. It says that girls should not always be represented as being led by boys or as engaging only in indoor or unsportsmanlike activities. Boys in turn should not always be seen to be unemotional or unconcerned about dress or appearance or unwilling to engage in domestic chores.

The agreement concedes that the incidence of truly sexist material in primary school textbooks is quite rare, is easily recognizable and is quite rightly rejected. Stereotyping, however, and particularly sex-stereotyping, is to be found more frequently.

John Walshe

Christopher Follett

Poor accommodation

by Mike Durham

HMI reports

Poor teaching accommodation at Reeburn School for the emotionally and socially disturbed in Northampton, is cramping the curriculum, according to HM Inspectorate.

The school, for pupils aged 5 to 16 with accommodation for 50 children, is locally maintained and linked to a hostel three miles away, Holyrood Hostel.

The open plan single storey school, with six "teaching bases" linked to a corridor, is pleasant and well maintained. But the only specialist accommodation is an arts and crafts room and a home economics room.

The inspectors note there is no science room or provision for a wider range of craft, design and technology. The accommodation is inadequate to provide the range of curriculum for the age range of the pupils, they say.

The report sees the school's strengths in the warm relationships between staff and pupils. There was particularly good work in some subjects, notably health education, art, environmental studies and the leavers' programme.

The school had already accepted a need to review the curriculum and the inspectors also recommended a planned programme of in-service training "to off-set the professional isolation of teaching staff" at the school.

Aspects of the curriculum also gave the inspectors cause for concern at Hornsey High School for Girls, Haringey after a short inspection.

The school, a former grammar school which became the borough's

HMI reports are available free of charge from the Department of Education and Science, Publications Dispatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from H.A.S.A.

first full comprehensive in 1973, has a roll of 1,180 pupils, many from a wide range of different ethnic backgrounds.

The inspectors say the main areas for action are in more teaching of English as a second language to the school's 56 per cent bilingual intake, a review of language work generally and consideration of the development of community language work.

The report suggests the number of ESL staff should be increased and the programme developed, so that language work in several classes would also benefit accordingly.

More health education could be provided and the careers education should be enriched to meet the needs of today's school leavers, the inspectors say. They also criticize the lack of craft, design and technology provision and the limited drama teaching.

The inspectors note that the staff are well aware of the school's shortcomings and are already trying to

rectify them. They praise the school's welcoming atmosphere and commitment to its local community, and add that high standards are reached in many aspects of its work.

The staffing levels at Kingsbrook Middle School, Bedford, are worrying the inspectors. The school, for the 9 to 13 age group, had only 255 children on roll at the time of the inspection.

With numbers falling rapidly, difficulties have been created that are not readily overcome despite extra staffing by the local authority.

"The curriculum is well considered in principle but is difficult to implement with current staffing levels in such a small school. More support is needed for teachers working outside their specialisms," the inspectors say.

The match of qualifications to teaching areas is satisfactory in most subjects but not in English, design, maths, physical education and RE, partly because of staff reductions made on the basis of falling rolls. There are no English teachers with specialist qualifications.

The inspectors also note that as most of the staff are over 30 and under 40 there is little likelihood of new blood entering the school. In the absence of staff change the school will miss the contributions while staff with experience elsewhere and younger staff can provide.

Sometimes teachers expect too little of their pupils, which produces disappointing work. The average of pupils' performance falls marginally below the national average, the inspectors say.

Nevertheless despite the difficulties pupils work in a pleasant environment and the teachers are concerned, often successfully stimulating children's interest with a range of resources, according to the report.

Work in several subjects required strengthening at St Joseph's RC Aided Primary School, Christchurch, Dorset, according to the inspectors. Their single out English, mathematics, history, geography and art and craft.

More provision should be made for the range of ability among pupils, and more emphasis on the creative and aesthetic sides of the curriculum. However the inspectors found pupils' behaviour exemplary, their work neat and well-presented and their standards of achievement satisfactory.

Reports were also published on Hirst High School, Ashington, Northumberland and Leyland High School, Leyland, Lancashire.

Doubts about second language

While teaching of Welsh as a first language is generally satisfactory in North Powys primary schools there are some uncertainties about its teaching as a second language, according to HM Inspectors.

In a report on Welsh language teaching in the area, the inspectors say that in teaching it as a second language teachers seemed unsure how much time should be devoted to it.

The local authority guidelines recommend giving pupils in non-Welsh speaking areas a short period of Welsh-language teaching every day.

The inspectors found that of the 12 primary schools in the Machynlleth and Llanfair areas, three operated mainly through the medium of Welsh, three had linguistic streaming, two had traces of both languages and four were predominantly English-language.

In the language-streamed schools, the inspectors noted that English-speaking parents had increasingly placed their children in the Welsh-speaking streams so they could acquire a command of the language.

The inspectors recommended a more flexible programme of area teachers, with intensive temporary assistance, to correct any imbalance of attainment in Welsh.

Severe restrictions imposed by poor and inappropriate accommodation are a problem at Bassaleg Comprehensive School, Newport, Gwent, according to the inspectors.

The metalwork room, which doubles up as an access way to other craft rooms, is overcrowded when a class of 20 pupils are using it. The layout of machinery could be potentially dangerous, the inspectors claim.

Seepage from waste pipes from a chemical laboratory on the floor above could prove dangerous and the lack of a dust extractor from the same workshop could also be a health hazard.

The inspectors say the problems were restricting the school in its otherwise well-conceived task of serving "all pupils of all levels of ability equitably".

The school receives a wide mix of pupils from primary schools in its area. But it uses its resources well and economically, and there is particular praise from the inspectors for the extra-curricular activities and the school's level of pastoral care.



Need to tackle all forms of racism.

More schools need policy on racism

by Diane Spencer

Most schools are failing to respond to the CRE's multi-racial society code of mission for Racial Equality, say the annual report published last week.

The report praises those schools and authorities which have established a clear and unequivocal policy on racism, examined the contents of teaching materials and included studies of a variety of cultures in the curriculum.

"However, these schools are in the minority," says the CRE. To counter racial discrimination, it is necessary to acknowledge that it exists, that it has many forms and it is pervasive.

But, the CRE adds, it is concerned that many teachers still only regard the more obvious forms of racism as abuse and violence.

The commission reports that about a quarter of education authorities have now developed policies on racism, education and it has started to monitor them.

The National Union of Teachers has written to every chief education officer in support of the CRE's code of practice agreed by Parliament last April.

The code aims to eliminate discrimination and promote equality of opportunity in employment. The NUT has also re-issued its 1983 circular to local officers urging them to involve black teachers in the NUT's working parties and committees.

Taking the stereo out of type

IRISH REPUBLIC

Mrs Gemma Hussey, the Education Minister, is moving ahead rapidly with her plans to reduce sex stereotyping in school textbooks and to provide more equal opportunities for girls.

The first of a series of seminars for school staff aimed at greater opportunities for girls was held last month. The series comes after an important report, published last year, which showed that girls were not given the same opportunities as boys when it came to subject choice in secondary schools. The seminars will deal with the organizational aspects of this question and emphasize the need for a change in attitudes among teachers, principals, pupils and parents.

Her equal opportunities campaign also extends to teachers. Although women teachers outnumber men teachers by three to one at primary level, they do not have their fair share of the top jobs.

There have been complaints, from time to time, that female applicants for headships are being asked about their marital and family plans. To counter any discrimination against women, it is proposed that they be represented on selection boards for principals. A "code of practice" for interviews may also be incorporated into the rules governing primary schools.

The agreement covers all new primary school textbooks. It says that girls should not always be represented as being led by boys or as engaging only in indoor or unsportsmanlike activities. Boys in turn should not always be seen to be unemotional or unconcerned about dress or appearance or unwilling to engage in domestic chores.

The agreement concedes that the incidence of truly sexist material in primary school textbooks is quite rare, is easily recognizable and is quite rightly rejected. Stereotyping, however, and particularly sex-stereotyping, is to be found more frequently.

John Walshe

Christopher Follett



School textbooks have too often given the impression that adventurous activities such as flying are not for girls.

The minister's agreement with educational publishers on the elimination of sex stereotyping draws heavily on guidelines published by the International Reading Association, based in Delaware. They suggest the use of inclusive terms for the generic "man" - for example, "human being" or "person" rather than "man"; "humankind" rather than "mankind".

The use of inclusive terms in occupational titles is also suggested - for example, firefighter, police officer, cave dweller, chairperson, repair worker.

The agreement covers all new primary school textbooks. It says that girls should not always be represented as being led by boys or as engaging only in indoor or unsportsmanlike activities. Boys in turn should not always be seen to be unemotional or unconcerned about dress or appearance or unwilling to engage in domestic chores.

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John Walshe

Christopher Follett

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to be continued...



Threshing in China: prosperous peasants are beginning to recognize the benefits of education.

Peasants win experimental rights

CHINA

In a surprising reversion to Cultural Revolution policies, Hubei Province in northern China has been chosen to experiment with a reform in rural education. Communes and production brigades have started to run primary and junior middle schools, raising all funds and hiring and firing teachers. China has a target of universal primary education in most of the country by next year, and in remote and mountainous areas by 1990. But at present only a quarter of its rural counties have achieved this aim, mainly because of the country's limited financial resources. Schools in the countryside have markedly inferior equipment and conditions compared to the cities. In one of Hubei's mountainous counties, for example, children have to bring their own chairs to school every morning.

The new agricultural responsibility system, whereby peasant households are allotted land and sign contracts to provide agreed amounts of crops to the state at a fixed price, selling any surplus in the free markets, has resulted in a big increase in agricultural production and in peasants' living standards. Prosperous peasants with spare cash are beginning to realize that education can enable their children to learn advanced agricultural techniques.

Now, in Hubei, at least, they have been given the right to select and appoint teachers for their schools and to provide adequate equipment. Many communes also run small factories to provide employment and profits.

Luanxue village in a mountainous Hubei county, with the profits from two small coal pits, plan to build a plate glass factory. Lacking qualified workers, they intend to run courses at their junior middle school to train their

children. They recently advertised in provincial newspapers for qualified teachers and appointed seven - from 360 applicants. Some came from other provinces, attracted by the advertised rates of pay, 50-100 per cent higher than the wages of state-employed teachers.

This decentralization of education administration, if nationally adopted, may have significant knock-on effects. Hitherto, the low esteem and status of teachers has prevented the government from increasing pay rates as much as it would like in view of the vital importance of education in China's modernization programme. If peasant communities succeed in attracting large numbers of teachers to state schools, the Ministry of Education will be able to make out a convincing case for an improved salary structure.

Peter Mauger

The struggle to make up for lost computer time

FRANCE

Mary Follain on a belated 'micros in schools' programme

The French failure to jump on the computer bandwagon at the end of the 1970s has meant that all too few schoolchildren have had access to a computer up till now. The Government is forging ahead with plans announced last November to install 100,000 micros in schools, and to train an equivalent number of teachers in their use by 1988, but the programme is running into serious snags.

The official policy on hardware has come under fire, while fundamental problems are being encountered in the development of educational software. And despite the ambitious nature of the scheme, it still will not meet requirements. At the end of it, there will still be only about one micro for every hundred pupils, while half of the country's primary schools will remain computerless in 1988.

The introduction of computers into the French educational system has been erratic and patchy. Over the last 10 years, only about 1,300 secondary schools out of 7,500 have received a computer from the Education Ministry, and only a handful of primary schools have managed to buy their own - they were not included in the ministry's scheme. At the end of 1983, there were only some 11,000 micros in the educational system.

Despite the present Government's efforts to make up for lost time, pessimists fear that they are going about it the wrong way, and that computers will be no more successful than educational or radio broadcasts. Some schools are experimenting enthusiastically with hardware acquired partly through the pilot scheme launched under President Giscard d'Estaing, and partly through private means, but many are critical of Government policies on both the choice of hardware and the development of software.

In 1973, 58 cycles were equipped on an experimental basis, but the scheme came to an abrupt stop three years later, and no research was carried out

into the results. Little was heard of computers in education until, in 1980, a report emphasized the importance of teaching computer science to pupils in the last five years of secondary education.

Plans were announced to have 10,000 computers in schools by 1986. A further report, in 1983, promised an acceleration of the scheme to 100,000 computers by 1988 and 100,000 teachers trained in their use, at a cost of 400 million francs (£35m) a year. Computers became fashionable in France only last year, but interest is growing rapidly, and the Government was late in pulling its educational socks up.



Former President Giscard d'Estaing launched a pilot scheme.

One reason for the delay is said to be opposition from powerful left-wing teachers' unions, who feared the creation of a "computer elite", but who have now been mollified by ministry plans to train the whole teaching corps. M Daniel Gras, adviser to the Education Minister, M Alain Savary, on microelectronics in education, admits that the target of 100,000 computers announced last November seemed ambitious at the time, but he is confident that the actual figure will be higher.

Meanwhile, educational computer programs are still in the testing stage. Most of the 700 or so which have been produced seem dull in the extreme

compared with English educational software. The failure by the Centre National de Documentation Pédagogique to produce interesting and attractive programs has no doubt contributed to a recent decision by the ministry to encourage it to collaborate with the big French publishing houses and other outsiders.

Nearly all the programs have been devised by teachers themselves, working outside school hours with little time to spare for the vital testing period. This is certainly one reason for the inadequacies of the programs and is in direct contrast to the English MEP (Microelectronics in Education Programme), which requires teachers to submit detailed specifications and carry out field tests, but not to spend valuable time programming.

At a recent presentation of British educational programs in Paris a representative from the Grondoble CNDP was very enthusiastic. Not so his Paris colleague, M Georges Calletreau, who is not convinced that the British programs have more than "publicity value" and who asked whether any research had been carried out into, for example, the length of time they retain a child's attention, or how many children in the class are interested. "Motivation is important, of course," he said, "but do the children actually learn anything?"

Ministerial policy on hardware has also come under fire. The Government naturally hopes to stimulate the French computer industry by giving it huge education markets, but protectionism has not produced the desired effect. It has not helped them become competitive, and prices are high.

M François Filliol, a computer science professor at Paris VII, says that the ministry has done them a disservice in the past by encouraging them to copy the wrong foreign models, "and it is repeating the same mistake again now - they are copying the old Apple II, instead of the new Macintosh. They would have done better to produce a machine to teachers' specifications, like your Sinclair Spectrum".

Despite the embargo on foreign producers, Apple has managed to slip in some 10,000 of its Apple II's through the back door in the last six months or so by offering large discounts direct to schools. Apple's strength is that it has software which can be used even by untrained teachers.

Apprenticeship system faces scrapheap call

AUSTRALIA

Luis Garcia on proposals for a new training package for school-leavers

The Australian apprenticeship system, which dates back more than 100 years to colonial days, should be scrapped because it is inefficient, expensive to run, and out of touch with the needs of the community, according to one of Australia's most distinguished educators, Professor Peter Karmel.

Professor Karmel is the vice-chancellor of the Australian National University, a former chairman of the Commonwealth Tertiary Education Commission, and an architect of federal school funding policies.

He said the apprenticeship system should be replaced by a new and radically different training scheme, which eventually could cover up to 300,000 trainees.

These young people should not be paid a full wage, but receive a government training allowance equivalent to the Tertiary Education Assistance Scheme (TEAS) allowance. At present the TEAS allowance ranges from about A\$40 (£25) to about A\$62 (£38) a week, depending on the student's income and the income of his or her parents.

The proposed new scheme could mean that employers and trade unions would have either to be convinced, or forced by law, to set aside a proportion (ideally 10 per cent) of the jobs they have available for school-leavers who want to become trainees. Companies which employed fewer than 10 employees would be exempt.

The trainees would be expected to spend about half their time obtaining on-the-job experience and the other half in more formal education and training.

Adequate supervision of the scheme, and adequate assessment and certification of trainees would also be provided.

Professor Karmel said that training scheme of this kind would overcome the limitations of the present apprenticeship arrangements, which he said were biased against young women (only 10 per cent of apprentices were women) and against those in non-traditional industries, such as metal building, and was very expensive.

The present system also worked in a "perverse fashion" in relation to the supply and demand for skilled trades people, so that when times were good employers took on more apprentices, but when the economy was on the downturn apprenticeships were not available.

The proposed training scheme would cover a wide variety of industries and occupations (including retail, banking and finance, tourism and community industries), would not exhibit any bias against young women, and would ensure adequate training experiences through a system of supervision, he said.

Such a radical change could not be achieved overnight. There will be opposition from entrenched interests among employers and trade unions and the new arrangements would have major implications for industrial relations, he said.

He said the proposed new scheme could cost up to A\$600m to set up, but that this would be offset by savings made on unemployment benefits to government. Karmel also welcomed the federal government's recently announced commitment to increasing retention rates in secondary schools by encouraging more young Australians to remain on for six full years of secondary education.

He said the argument that such a policy was a device for reducing the dole queues missed the point.

"If employment opportunities are not available for young people, alternative activities must be sought. In education it is obviously preferable to idleness and the dole."

Bernard Kennell

Discrimination law used against women

Sir - Research has shown that women's employment patterns have changed enormously this century but that they are still inadequately represented in the higher professional posts. In the current political climate and in the face of the worst unemployment this century, there will inevitably be a few who feel that any demand by women for increased status is out of place. But can we really afford to deny increased status to women in 1984? The teaching profession provides some depressing evidence - at least in Durham County.

At a time when movement between schools has become increasingly difficult and competition for posts within schools increasingly fierce, the loser is invariably a woman. Even the Sex Discrimination Act, which was supposed to protect women against abuse, is now, ironically, being used against them. In the bad old days before 1975, a woman was usually appointed to deputy head status with the title senior mistress in a mixed school.

True, in some places, little credence was given to the notion that she had an intellect and still less to the idea that she could use it, but at least the opportunity was there. Now, it is claimed that the law does not permit a school to advertise for a woman, or to frame a job specification that requires one and so women are disappearing altogether from top management in some cases. In two Group 11 schools, less than 10 miles apart in County Durham, the posts vacated on the retirement of senior mistresses have been filled by men, one two years ago, one just recently, even though in both cases suitably qualified women applied.

It should be noted that in each case it was subsequently tacitly recognized that there are special problems which require the expertise of a member of a particular sex, and to this end women were appointed - but on lower scales. Here is real discrimination!

The woman teacher is increasingly expected to assume a subordinate role to her male counterpart, and therefore inevitably accept a lower salary. Is there any wonder that many girls are still underachieving and still see their future roles as subsidiary to men - as nurses rather than doctors, as typists rather than business women?

We contend that the sex discrimination law is, at the moment, being very conveniently interpreted to the advantage of men. And if it is indeed the case that such interpretations are not only permissible, but actually required, then perhaps so time has come for an amendment so that there might be some positive discrimination in favour of women. Isn't the school the place to begin if we are serious about building a more egalitarian society?

Are we in an unprogressive part of the country, untypical of the profession at large, or are other women experiencing the same problems?

ANNE WILSON, ANN DAWSON,
NOEL DAWSON,
CHRISTOPHER WILSON,
JOHN SMITH, OWEN TEMPLE,
RICHARD ROSE,
JUDITH STOKEL,
JEAN STODDART,
BRENDA HARRISON,
Shetley Bridge
Consett
Co Durham

Mediocrity for all

Sir - Broadly speaking, children who are capable of following O level courses are intellectually different from those who are not. The content and approach of their courses need to be tailored to their specific needs. Children of lesser potential, equally important, also need to approach the subject in their own specialized way. It is suggested in the TES of June 29, we continue with mixed ability teaching into the fifth year and decide only weeks before the event what is to be taught and papers simply because the exam is the same, in name only. We shall at best produce uniform mediocrity.

Forced to speak

Sir - I find it difficult to see what leads John Weightman to think that it is the "audio-visual revolution" that has convinced children in our schools that they need not learn other languages because "they speak a world language, so why bother?", and that "spectacular success can only be achieved by competition and military discipline" (TES, June 22).

In fact, as teachers succeed in turning classrooms into places where children learn by doing, creating the conditions where children actively participate and use the language they are acquiring in meaningful communication, the grammar - or structure - of their elders remember is giving way to purposeful and enjoyable activity. The coming changes in 16-plus examinations, with their more practical orientation, will help the transition along.

The myth of English as the Universal Language of Modern Man reflects an abysmally low level of language awareness in the public and is actively spread by those who should know better (see the "silly season" leader in The Times of June 6). Is that perhaps our systems of examinations, university entry and professional qualification encourage, even oblige, all in education - and bringing money into the system than in anything the national network of schools.

Since a high proportion of profes-

sional people are left to flounder incompetently in international communication and made to rely on the services of interpreters or the imperfect English of their overseas partners, it is perhaps not surprising that they call "sour grapes" and make a virtue of what seems to them necessity - though in fact they are often lacking more in confidence than anything else. I tell my continental friends that a high proportion of English people will understand and even use French quite well, if their arms are twisted sufficiently.

J L M TRIM

Director
Centre for Information on
Language Teaching and Research
20 Carlton House Terrace
London SW1

Cement blocks

Sir - I was startled to read in John Weightman's otherwise interesting review that there is "no methodological problem" in helping immigrant children to learn English once "the psychological and political blocks" have been removed.

First of all, it is dangerously misleading to talk of "immigrant children". The overwhelming majority of pupils are quite simply British. They speak, and often write, varying dialects of English but most have lived here all their lives and know no other home. Second, it is disheartening to those who work very hard teaching English to dialect speakers to be told we need

Here they are, at the water.

Peter is in the water with the red boat.

He has fun in the water with the boat.

Can you see a fish in the water? says Jane.

No, says Peter.



One of the Ladybird Keywords series.

Resisting erosion

Sir - I applaud Roger Bruton's open letter to Sir Keith on the subject of mature entrants to teaching. (TES, June 29).

During the years of teacher shortage, under Conservative as well as Labour governments, many thousands of men and women were actively encouraged to leave the now-hallowed private sector to perform what was then stated to be a valuable public service by entering teaching.

It is not surprising, therefore, that it came as a considerable shock to such people to find that in the eyes of a later Conservative government they were just another form of public service parasite; a burden to our brave new society, along with the young, the old, the sick and those whose work it is to care for them. Never has the doctrine of expediency been more cynically expressed or more fully exposed.

The absurdity of Sir Keith's "leave and re-train" response is evident not only in the fact that few, if any, employers are falling over themselves to recruit people in their late forties and fifties, whether re-trained or not, but also in that the same brainless advice could be given to waterworkers, power workers, soldiers, sailors, airmen, policemen, MPs and, indeed, any occupational group whenever improvements in pay or conditions are sought or, as in the case of teachers, further erosion of an already seriously eroded position is resisted.

W P CUMMINS
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Thetford
Norfolk

Letters for publication
should be kept as brief
as possible and typed
on one side of the paper only.
The Editor reserves the
right to cut or amend them.

not worry about methodology. The political and psychological blocks of which John Weightman speaks cannot be simply segregated from the personal involvement of both learner and teacher in their mutual endeavour. These blocks exist in both learners and teachers and are inherent in the very language which each uses to the other.

In fact, there is an unfortunate paradox in the effort to promote the speaking and writing of "standard" English: the very enterprise which is designed to give ethnic minorities access to the mainstream of "socially acceptable" English all too often seems to the recipients more like an attack on their identity. Identifying errors in speech and writing is not a neutral task but fraught with implied moral evaluation.

It would be more helpful to English language teachers working in a very difficult area of education if an intelligent writer like John Weightman would confine his comments to areas of language teaching which he understands. Indeed the way in which he glibly talks of "immigrant children" suggests that instead of helping demolish the political and psychological blocks, his words are helping to cement them still further in the public mind.

N SPROXTON
Lecturer
Brookly Technical College
Great Barr
Aldridge Road
Birmingham

Absurd view

Sir - I am writing with reference to the article of June 29 about reading schemes, which mentions the sexism and racism of Ladybird's Keywords series, the popularity of the Ginn 360 scheme, and the importance of the "image of the world" children absorb from reading material.

As part of an Open University course I examined the first reader in each of the first eight levels of the Ginn 360 scheme and my "image of the world" was conditioned by the following observations.

In these attractive, modern books, there are at least twice as many males as females (in illustrations or text): female children are central characters in only two short sections of all eight books; there are no older sisters or all-girl families, only younger sisters or older brothers (leading to much "teasing"); Males (white) work outside the home in a variety of jobs; adult females (white) are shown in ridiculous, frilly aprons; the only "working women" are a waitress, a ballerina and an acrobat.

In none of the books is a two-parent black family shown; only one black female child speaks. The only black men shown at work are Indians working with elephants in India. Even though there are very few black males (that is, white faces blacked in) in illustrations, they nevertheless heavily outnumber black females.

I examined these books because they are so refreshingly attractive and look more like "real books" than many other reading schemes, but I was left wondering what kind of world the illustrators in particular inhabit, since without contextual support they consistently present gender and racial stereotypes in such an absurd fashion.

J M CONWAY
Headmaster
Long Wharton CE Primary School
Long Wharton
Nr Loughborough

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Market Bosworth
Leicestershire

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Parents of children competing for places at Turkey's prestigious "Anatolian high schools" are having to apply for a third time this year.

Pupils emerging from round two of the hotly-contested national entrance examination held earlier this month presented their parents, who had already been obliged to change their initial preferences before round one, with yet another set of papers.

However, few are complaining about the latest change in procedure, made necessary by a ministerial announcement that 14 new Anatolian high schools are to be opened in September, since it means that their offspring will

Changing choices - again

have a better chance of making the grade. This is in marked contrast to the first change of regulations, which sparked off a furore by reducing the number of schools for which parents could state a preference and making it obligatory to choose in one's own region, where possible.

The main beneficiaries of the latest change will be those living in the medium-population provinces where

the new schools are to be opened, but in general competition remains fierce. Of the 62,000 children who won the right to enter round two of the entrance examination, only some 6,000 will be found places in the Anatolian high schools, while another 5,000 or so will enter one of the nation's private schools - entrance to which depends on the same examination.

The Anatolian high schools occupy a

LETTERS

Time to test the wisdom of sending under-5s to school

Sir - Like our colleagues in the British Association for Early Childhood Education (BAECE, June 29), many of us in the Pre-school Playgroups Association feel concern about the creeping practice of admitting children scarcely past their fourth birthdays to the reception and infant classes of primary schools.

Is there not a need for more careful thought about whether a class including five and six-year-olds, with an adult/child ratio of at best 1 to 12, is really going to be the most appropriate way to begin such young children's school lives? Parents naturally seize opportunities for their children to begin school as early as possible since early admission is universally presented as "a good thing", and summer-born children as "deprived". Yet the difference between the needs of a just-four-year-old and an almost-five-year-old is immense. To refer to both as "rising-fives" does children a disservice since it fails to recognize those

different needs. Local education authority policies for admission ages should be developed having regard for the needs of the children first and above all, and any hint of expediency derived from use of spare accommodation or staff should sound warning signals. Bringing under-fives into the state education system would require considerable extra resources to be successful: it is not merely a way of mopping up resources freed by falling rolls.

It is relevant to observe that the Bristol longitudinal study indicates that late-starters at school were found to have better vocabulary scores. Again, a clue that the accepted wisdom of early admission should be questioned.

In the PPA, too, we contribute to the debate by observing the parents and children who are fortunate enough to experience involvement in community playgroups. The opportunities parents have for extending their

understanding of their children's needs by participating in learning-through-play and working together to manage and organize the group so often gives parents confidence to take a more active part in children's educational progress in later years.

It might well be that such opportunities available to the whole family are more important in the long-term than entering the formal education system a few months early.

What would be the response to secondary schools seeking to solve their falling rolls problems by taking just-10-year-olds ("rising elevens") into the first form? Would that be seen as inappropriate?

SUE GRIFFIN
Chairman
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Wiltshire



A keyboard is only one means of interfacing with a computer - light pen or another.

Keyboard skills

Sir - I feel I must comment on the report on "Job Skills in the Computer Age" detailed in Carolyn O'Grady's article (TES, June 22). It would seem that either technology has overtaken this report, or its authors are woefully ignorant of recent developments. While I agree fully with their advice that would-be computer science specialists, or any one else for that matter, should not do computer studies, I can only completely disagree with their proposition on typing skills.

Within a very short time typing skills will be irrelevant to the use of a computer: a keyboard is only a means of interfacing with the machine. There are already a number of devices which enable this without the use of a keyboard, such as "mice", light pens, even fingers on screens (as with British Telecom). Of course the processing power, and hence the cost and availability of direct speech between man and machine is some way off, but anyone who has used "mouse" devices as on Apple's Macintosh soon realizes how little they need to use a keyboard. We are already amending educational programs to avoid the use of two sets of cursor keys to move words about the monitor screen, and use a light pen instead.

Anyway which keyboard should these typing skills be for? There is already a movement to get away from

the QWERTY keyboard, which was devised to slow down the too fast human in the days of slow mechanical typewriters. There are a number of fully ergonomic keyboards on the market, as well as the Micromouse Quinkey which uses combinations of six keys with one hand. You have only to see a primary pupil using the latter device to be convinced that the days of full keyboards are numbered.

To those who would argue that keyboard skills are needed for the input of data, the answer is that this is a very inefficient way of entering data. Again a number of alternative and much faster ways are already in use, including the use of such things as bar-codes.

Word processing itself uses the keyboard less and less. Watch someone using a split screen system calling up data on one side and placing it in the required position on the other; we use typing skills much less.

So, are we to train pupils in a skill which for the majority will be defunct by the time they finish the school? Training courses? There will always be a need for a few with typewriting skills, but for the majority the need is for courses on computer literacy and familiarization with the use of such machines.

B J STOKES
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Norwich

Innovative project

Sir - Your article, "I think, therefore I add" (TES, June 15) raises some interesting points concerning the role of philosophy in education. There seem to be two distinct areas: 1, the use of the Institute for the Advancement of Philosophy for Children material with younger children; and 2, the introduction of A level philosophy.

I will begin with the A level philosophy. The question of whether its use improves children's ability in other areas is an empirical one which can be settled by repeated experiments with different classes. The results will speak for themselves. IAPC claims stand or fall depending on the actual results obtained.

So far everything is straightforward, but then a problem arises: why is such a course called "philosophy"? Suppose that someone decided to teach economics to children and he gave us the following information about the course: it is designed to be taught by and will be taught by non-economists, names of economists are not to be mentioned, textbooks written by economists' terminology (capital, demand, etc) is avoided. Would we not wonder why the course was called "economics"?

One interpretation of philosophy that must be avoided is the one given by Graham Simister. "Philosophy is the only subject in which they can't be wrong - as long as they can justify their ideas."

This infallibility is bought at a high price. If one cannot be wrong, then one cannot be right either. It would seem to follow that in philosophy we cannot speak of right and wrong. The fallacy in this line of thinking is to run together two separate claims:

- If you justify your ideas, then you cannot be wrong.
- Philosophy is the only subject in which you cannot be wrong.

Calvin Pinchin
9 Penryn Road
Dagenham
Gypsywood

KNOCKING OFF EARLY

As pupil numbers shrink in secondary schools and local authorities grapple to manage a contracting service, Government estimates suggest at least 65,000 teachers will be drawing their pensions before the official retiring age by 1989. So far there have been virtually no compulsory redundancies. But with the need to make room for 'new blood' in the profession and to ensure a proper balance in the curriculum, serious consideration is being given to

reducing the age at which teachers qualify for early retirement and to greater inducements in the form of voluntary redundancy payments. Here, and on the next two pages, Susan Thomas looks at what getting out early entails: what a teacher's pension entitlement is likely to be and how to make the most of it. She talks to some of those who have already made the break - some successfully, some less so - and finds out where ex-teachers can turn for help to eke out their pension or to embark on a new career late in life.

KNOCKING OFF EARLY

Last year 6,350 teachers opted for premature retirement or accepted redundancy. Their numbers helped to swell the ranks of early leavers who have left teaching since 1977 to around 30,000.

Generally, they are the lucky ones - getting out by choice, with enhanced pensions, while they are still young enough to enjoy the freedom, start a new career, travel out of season or make a real contribution to voluntary work.

So far there have been virtually no compulsory redundancies, but with falling rolls beginning to bite in the secondary schools, there are real fears that these may be introduced. At present the average age of the early leavers is 56.8. The temptation must be to push it down towards the 50 mark. But while retirement at 50 might seem desirable after a lifetime in a high stress profession, it is financially risky.

State pensions start at 65 and 60 respectively for men and women and, worse, teaching pensions are not index-linked until the recipient reaches 55. So there is a hiatus between retirement and reaching full pension which could be disastrous in a period of inflation.

And these are not the only pitfalls. Anyone considering early retirement is well advised to consult his/her union first, for even a polite letter to the authority indicating a willingness to accept premature retirement could result in a loss of the redundancy payment on the grounds that the teacher is leaving voluntarily.

Another point to bear in mind is that not all who wish to leave can do so. Teach a shortage subject - maths, physics, CDT or home economics - and you may find yourself chained to the blackboard until the statutory retirement age. Music specialists and remedial teachers on the other hand, viewed as gilt on the educational gingerbread, are non-essentials and thus as free as air, or at least as free as their accrued pension rights permit. Late starters and women who took time out to bring up a family may not have logged sufficient pensionable years to afford the luxury. Widows and women divorcees are hardest hit.

Anyone contemplating this course of action should know how the pension is calculated and understand the three categories of early retirement for health or personal reasons which allows teachers to retire before 60, taking their accrued pension and lump sum but without enhancement.

Then, there is Premature Retirement with Compensation (PRC). This is available to teachers who have reached their fiftieth birthday but only if it is "in the interests of the authority's efficient exercise of its functions", or on grounds of redundancy. With PRC, both the pension and the lump sum is calculated on the years of reckonable service plus whatever period of enhancement the authority has agreed with the unions. It may be anything up to 10 years but will not push pensionable service beyond 40 years.

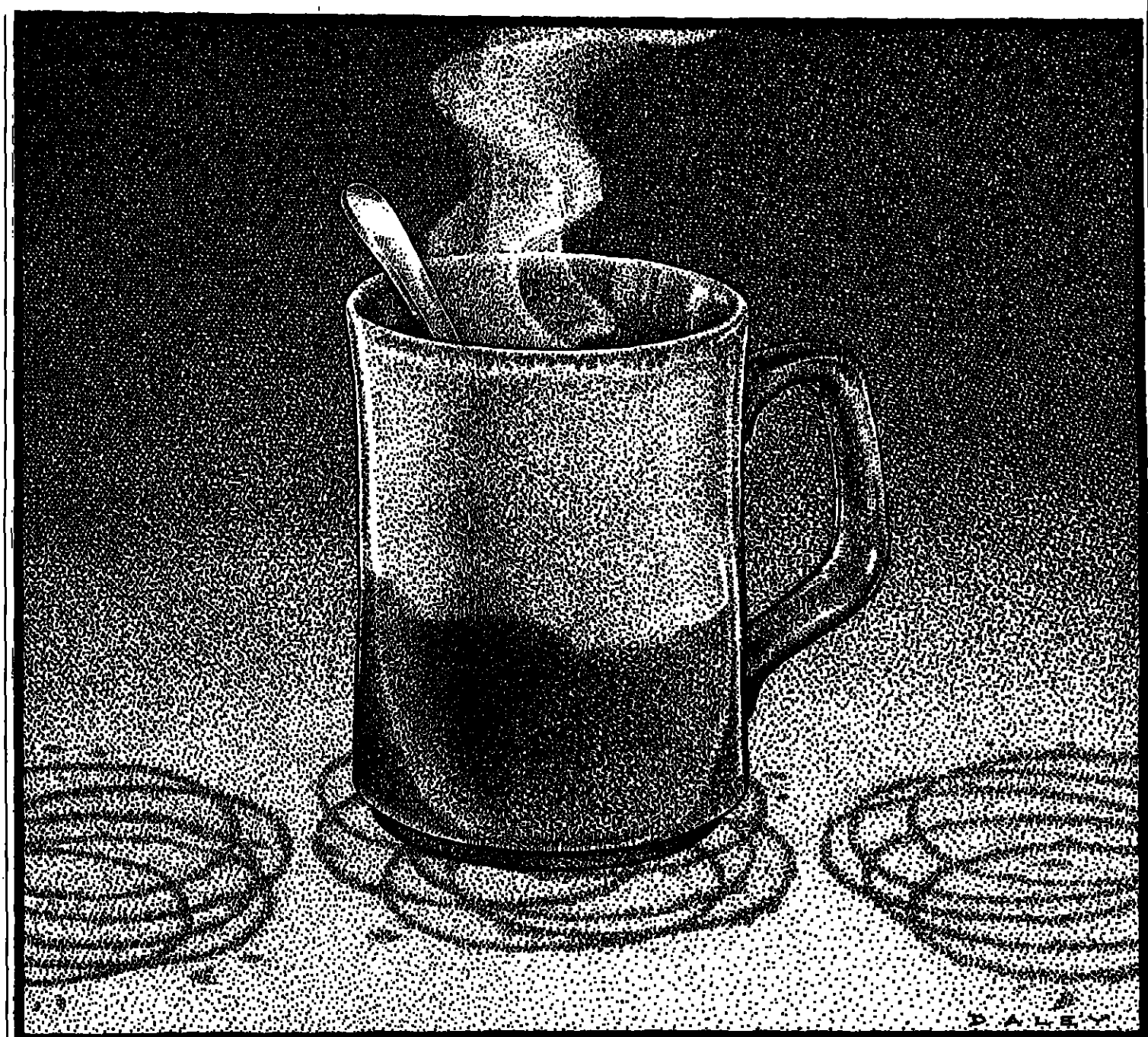
Finally, Redundancy. This gives eligible teachers the same deal as PRC (pension and lump sum calculated on an enhanced period of service) with the addition of redundancy payments. These may vary between authorities but the statutory redundancy terms are one week's pay for each year of service between the ages of 22 and 40 and one-and-a-half week's pay for each year between 41 and the statutory retirement age. Those who leave teaching before the age of 50 have their pension frozen until they are 60.

All pensions, at whatever age they start, are calculated on the same basis, using as their starting point the best paid 365 days in the last three years of service. Hence teachers should avoid like the plague any suggestion that they take a drop in scale and salary in the years prior to retirement. Unless, that is, the Government implements the suggestion that senior teachers be allowed to hand over responsibility to younger colleagues without jeopardizing their pension rights.

Equally, any loss of salary incurred as a result of recent strike action in schools could affect the amount of pension paid throughout a teacher's retirement.

Once the best year's pay is ascertained, the pension is paid on the basis of one eightieth of that amount for each reckonable year of service. The lump sum is calculated as one thirtieth of the best year's salary for each year of service prior to October 1956 and three eightieths for each year after October 1956.

Roughly this means that a teacher with 40 years' reckonable service who retires on a salary of £10,000 per annum will get a pension of £5,000 and a lump sum of £15,000 (one-and-a-half times the best year's salary). Careful investment of £15,000 should bring £1,500 a year.



Two out of three teachers in their fifties are expected to take early retirement

service. However, a teacher earning less than at the time of retirement, is paid sufficient pension to make up the difference.

Part-timers, even combining salary and pension, are likely to earn less than the retirement salary so their pensions should not be affected. They may, however, run into other difficulties. Between given ages (60-65 for women and 65-70 for men) pensioners are required to pay National Insurance if they earn more than £65 per week. After that there are no limits.

The income tax age allowance is more complex. In the tax year ending on April 5, 1985, men and women who have reached the age of 65 are entitled to an additional allowance of £2,490 for a single person and £3,955 for a married man. Once the taxable income exceeds £8,100 the age allowance begins to diminish, dropping by £2 for every £3 of income. Thus, by the time income has reached £8,827 for a single person and £9,299 for a married man, the whole age allowance has been cancelled out. Obviously this puts earnings in a new light.

Simply stashing the lump sum in the bank or even a building society is unlikely to be good enough. Investors mostly need the help of an insurance broker who will steer them through the complexities of gilts, high yield investments and unit trusts. But for starters there is that invaluable Age Concern booklet - *Your Taxes and Savings in*

Retirement (available from W H Smith) plus *Money Which?*, *Money Mail* and the BBC's *Money Box* programme, and even the Money Observer's new video tapes "How to Plan Your Pension" and "How to Make a Lump Sum Work Harder".

The teachers' unions offer some investment advice to their members but with so many teachers retiring this must be fairly generalized. Probably the best plan is to approach a number of investment analysts, asking for a plan which ensures that the lump sum is safe, available and growing faster than inflation. Perhaps more i.e.s.s. should run adult education classes in investment in retirement. And perhaps those few early retirees who understand the issues could run them.

Teachers' Superannuation - England and Wales - Age and Early Retirement Benefits - DES Publications, Mowden Hall, Darlington, DL3 9BG. *Your Pensions - a booklet for teachers about to retire*, NUT publication, Hamilton House, Mableton Place, London, WC1H 9BD. *Your Taxes and Savings in Retirement*, Age Concern, most bookshops.

Money Observer video tapes - "How to Plan your Pension" and "How to Make a Lump Sum Work Harder", £17.95 each plus £1.50 p.p. From 374 Wandsworth Road, London SW8.

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Young jobless

Sir - Your comment on HMI's report on three of ILEA's Lambeth youth clubs (June 29) rightly spotlights the formidable difficulties the youth service must overcome to reach young people "in an area where uneasy ethnic relationships are sharpened by very high unemployment".

The number of unemployed school-leavers in inner London has more than doubled in the past three years and our youth service's dynamic, innovative response is widely recognized. It is a pity, therefore, that you could not resist a snide swipe at "subversive activities favoured (for youth clubs) by left-wing activists in the locality and in the ILEA".

Readers should not be diverted by your red herring under the bed. I make no apology for drawing attention to Government policies which have led to the sickening level of unemployment which is killing hope for thousands of young Londoners. If that is left-wing subversion, so be it. If you have evidence of other subversive activities,

let's hear it.

Strictures should be reserved for Sir Keith Joseph. The timing of this report after such lengthy delay and its naive analysis of these clubs' "cost effectiveness" seem aimed at buttressing a political position at a time when the Government is due to respond to the Thompson Committee's report on the youth service.

Nevertheless, ILEA welcomes the report as a useful addition to the range of more detailed information available through its own monitoring network. There have already been significant improvements since the inspection nearly two years ago (when the area was still recovering from the Brixton disorders). We strive continuously to ensure that our provision is relevant to young people's needs and interests. And in the end, after all, it is they who will decide. We cannot drag them into our clubs.

NEIL FLETCHER
Chair of the Further and Higher Education Sub-committee,
County Hall
London SE1

Points ...

Biotech trials

Sir - The article entitled "Living Revolution" (TES, June 22) states that there appears to be no massive move to bring biotechnology into schools. I would like to point out that under the umbrella of the Secondary Science Curriculum Review (SSCR) there are a number of working parties considering this area of science with a view to its application to schools.

The Staffordshire group has been busy for almost a year now. We have received a great deal of help from industries, universities and our local polytechnic and currently are involved in preparing work for school trials.

BARBARA GODDING
Secretary
Staff Working Party
30 Birch Tree Lane
Scholar Green
Stoke on Trent

Men only

Sir - I am appalled that *The TES* continues to accept advertisements such as that inserted by British Aerospace seeking men only for teaching posts in Saudi Arabia (June 22).

Morally and logically, there is no difference between sexism and racism. I hope you would not carry an advertisement for whites only to teach in South Africa? If the Saudis seek our teaching skills then they must be prepared to employ our women as well as our men, as that is how our laws stand.

T E WILTON
842 Fishponds Road
Fishponds

Infallibility's price

Sir - Your article, "I think, therefore I add" (TES, June 15) raises some interesting points concerning the role of philosophy in education. There seem to be two distinct areas: 1, the use of the Institute for the Advancement of Philosophy for Children material with younger children; and 2, the introduction of A level philosophy.

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One interpretation of philosophy that must be avoided is the one given by Graham Simister. "Philosophy is the only subject in which they can't be wrong - as long as they can justify their ideas."

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- If you justify your ideas, then you cannot be wrong.
- Philosophy is the only subject in which you cannot be wrong.

Calvin Pinchin
9 Penryn Road
Dagenham
Gypsywood

Branching out

Fresh starts for redundant or disillusioned ex-teachers

Some will have precise ideas about new careers, others for whom a change of direction is the result of redundancy, the end of a fixed term contract or the discovery that there is virtually no way back for the married woman teacher, may not have a clue. Lesson number one is consider your interests and assess your talents.

The *Once a Teacher* series in *The TES* demonstrated very clearly that those who branched out successfully had invariably practised and developed their skills in advance. The gourmet art teachers who became restaurateurs, the frustrated woodworker who set up his own furniture workshop, the musical primary teacher who became a chart topping folk singer, all honed their talents and built up a repertoire of resources long before they took the plunge. They were lucky they took the decision themselves and they knew what they wanted to do.

But for the growing number of mid-career teachers, college leavers and returners who find themselves without a teaching job, the problems are greater. Just how much greater was dramatically illustrated by the response to a Manchester Polytechnic course for women held in April this year. Titled *Branching Out from Teaching* it attracted so many applicants that Clare Denham, the senior tutor who organised it, immediately scheduled a second course (£17 for 3 days) for July.

The interesting thing, she said, was the number of enquiries from disillusioned practising teachers who want to get out. As a result of these she plans to continue offering courses until the demand is satisfied.

One of the biggest hazards for teachers is their lack of self esteem, she says, and spends time encouraging participants to assess their skills. And when you come to think about it, all teachers worth their salt are creative self-starters, good at organising groups of people, handling human relationships and at researching, collating and communicating complicated information and ideas in a variety of ways. They are all too familiar with administration, hierarchies, stress and working to deadlines. Put like that there is not so much difference between the qualification needed for teaching, industrial management, public relations or the police force. It is just a question of confidence.

So you go on to list your skills—in objective terms—and consider the sort of work you find appealing. Careers advisers, the Professional and Executive Register and the MSC's new Bridge Scheme can all help in matching skills and interests to work available.

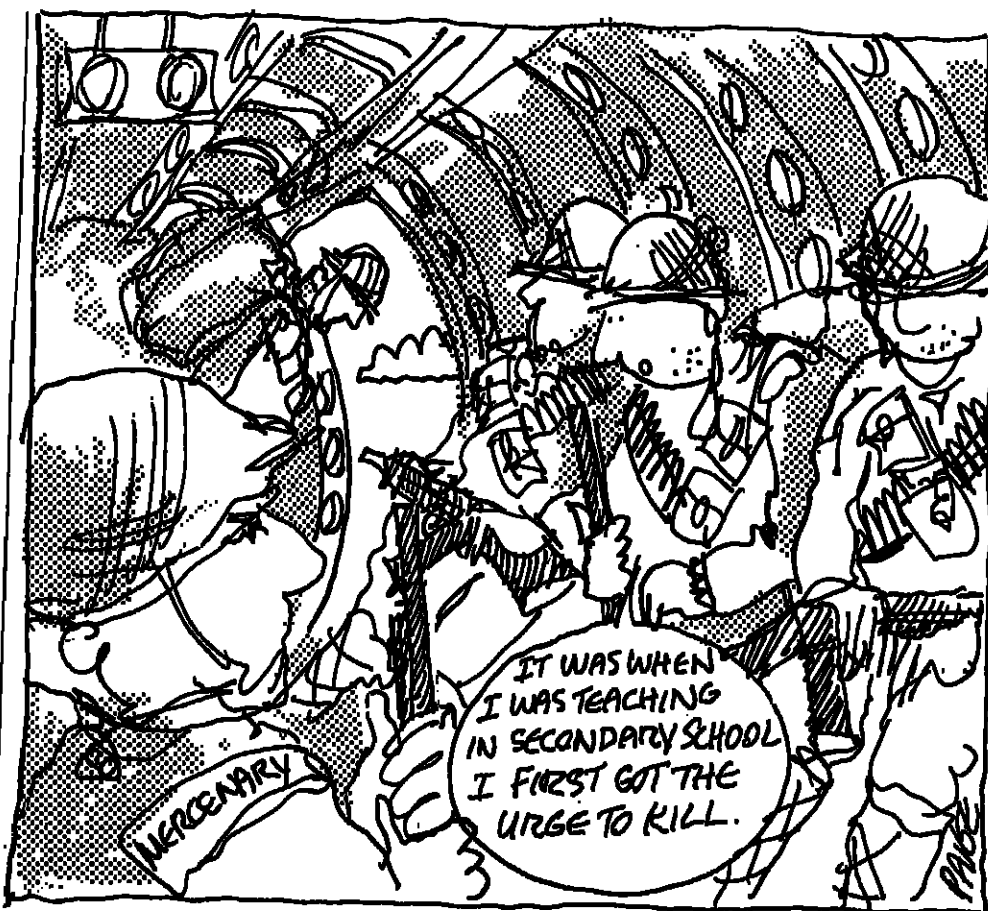
This is an exercise many teachers have never tried. Most simply drifted into the profession without ever asking themselves whether they would prefer to work in a small firm, a prestigious multinational or a community project; whether they like offices, shopfloors or the great outdoors; whether, essentially, they are creators, technicians or administrators, or even if they value security more than independence, money more than job satisfaction.

Fitting these preferences to jobs requires considerable spongy work and information about the job market. School libraries, careers officers and some reference libraries keep *Sign-post*—a good starter pack which gives details of qualifications, training and job opportunities in a variety of fields. The Careers and Occupational Information Centre publishes two books particularly recommended on the Manchester course. A107 *What Can a Teacher do Except Teach* and A108 *What Else Can a Housewife Do*—(don't be put off, the skills are very similar)—both at £1.95 plus 35p p&p.

Another underused source of advice and expertise is the local university, polytechnic or college. Through AGAS—the Association of Graduate Career Advisory Service—any graduate or equivalent (and most are prepared to recognise teacher training) teachers can find information about vacancies, occupations, employers and training courses. It is advisable to employ for an appointment however and to remember that the service is under great pressure in the spring and autumn, but well worth trying.

In fact the AGAS man was one of the most popular speakers at the Manchester course. "Because he actually seemed to have his finger on the pulse of the job market and to know where the work was."

If we follow the States in job creation, however, the trend will be towards one-man, part-time, self-employment. So, short of private



tutoring, what else can a teacher do?

Londoners can consult the back page of '16+', an ILEA publication available from County Hall, which lists adult training opportunities in everything from radio journalism to bee-keeping and everybody can read the small business pages of the *Guardian* (Friday) and the *Observer*, or listen to *A Small Country Living* and the *Enterprise* programme on Radio 4 for new ideas.

And those who want to set up on their own or as part of a small group can consider the *Enterprise Allowance Scheme* funded by the MSC through Jobcentres. This pays £40 a week for 12 months to an unemployed person starting their own company.

To qualify you must be between 18 and retirement age, receiving benefits, have been out of work or under notice of redundancy for 13 weeks, have at least £1,000 to invest in the business and propose a business suitable for public support. Gambling parlours are out—poodle parlours in.

This scheme allows up to ten people to pool their resources and talents and still draw their £40. It is growing fast, but so is the number of applicants.

More help is available from other government agencies—the Small Firms Information Service, the Council for Small Industries in Rural Areas and the British Tourist Board. To get the best out of any one of them however, budding businessmen and women need to research their ideas before making the initial approach. They must understand the market for their product, the opposition and the financial requirements. Both the SFIS and CoSIRA offer excellent, practical and uncomplicated advice and help on just about every aspect of setting up in business and have even been known to accompany the unfledged to the bank to negotiate a loan.

It is also worth enquiring about the MSC's training schemes for new entrepreneurs. Spread over the country these offer 7,000 places, the bulk of them on the week-long 'Skills into Business' courses (for those who want to set up a one-man concern) in local skill centres or FE colleges. But there are also longer courses run by universities, polytechnics and management colleges, intended to help those whose new ventures will give employment to others. Most sophisticated of all are the 16-week, university based, *New Enterprise* programmes for businesses with a 'potential for growth'.

And for those who don't want to go it alone, there are a number of retraining options, most expressed in enigmatic acronyms: TOPS, WOW and Hi-Tech WOW for starters. All good ideas, but the better the course, the longer the waiting list.

First though PER—the Professional and Executive Register—is an obvious starting point for teachers. This offers counselling, advice on self-promotion, writing CVs, interview techni-

que and information about job opportunities. It can also refer applicants to the most suitable training course.

TOPS, the Training Opportunities Scheme, provides a wide range of courses many of them practical and low level. The courses are intended to respond to local needs, typically they might offer computing, electronics, shorthand and typing or accounting skills.

There are also some six week introductory courses especially for women. The idea is to give them an opportunity to sample the traditionally male Skill Centre environment with its lathes, soldering irons and cement mixers, to try out a range of trades and then choose a standard training which offers local employment at the end of the time.

WOW, Wider Opportunities for Women, takes account of the fact that women entering non-traditional fields have special training needs and that many have to combine the demands of a young family with those of a job.

Higher level WOW is for women returning to managerial or supervisory work. New Technology WOW offers a chance to sample word processing, mini-computers and the work of the Hi-Tech technician. Higher Level New Technology WOW is for those qualified at degree or A level who would like to return to scientific and technical work.

Both women and men (aged 21-60) are eligible for the MSC's Bridge programme—a self-explanatory title otherwise known as Crossroads in the Midlands, Prospect in the North East and the Job and Career Change Programme in the South East. This is designed for unemployed managers and professionals and has a 60 per cent success rate. It offers counselling, workshops on job-getting (CV writing, interview technique, self presentation), and a job search 'base' with facilities for typing, various directories and mutual support.

"Absolutely vital, this," says Alan Newell, Course Director of the Canterbury Bridge scheme. "Redundancy is a traumatic event from which some people only recover with considerable help."

Unlike TOPS and WOW which pay £38 per week, £24.70 for an adult dependant, £40 per week living away from home allowance and occasional help with meals and travel, the Bridge course charges a £10 registration fee and only pay travelling expenses. Most people use it once weekly.

"One of the surprising things about the course," says Peter Crawley, one of the social studies teacher who used Bridge to move into YTS, "is that relatively few people make dramatic career changes. Most of them find something similar to their previous employment, unless that is, they came out of an industry which is undergoing cutbacks on a national scale." Like teaching?

Case study 1 Retirement regrets

Life is harder for some than for others—sometimes because they have higher expectations of it in the first place—often because they are less organised, worldly-wise than they might be.

Ian (not his real name) started out in life as a painter. By the time he was 30 he was ready to move into the safer world of teaching, and did very successfully, holding down a head of department's post for 17 of his 24 years in the job. "I was a thriving art department with 13 staff under me, the days of high rolls. When I first started teaching I stopped painting entirely but after seven or eight years I started again."

"By the time I was 50 rolls were shrinking. I was too old to go into administration—in fact I was wanted to before—and too old to go into the inspectorate. My department was being whittled away—from 13 to 5½. So when I was told that I had to lose another 1½ members of staff, I thought, well why shouldn't the 'one' be me. The authority was a bit shocked at first but then they were very helpful."

In 1980 the prospect of early retirement seemed very attractive. Ian had already been selling his work for some time and 50 seemed a good age to start painting seriously again. "Once the money got over its surprise it made up my mind. I was just over five years bringing it up to 30 years' time."

"I wished afterwards that I had hung on a bit longer for Clegg—it took nearly two years for them to bring my pension up to date and for some time I thought I'd missed it."

He didn't invest the lump sum as wisely as he should have done, he says, paying off the last of the mortgage instead and spending more of the new car. "It was my first ever new car and it was necessary for work but it took a big bite out of the money. Gradually most of the remainder was whittled away buying artists' materials and other essentials."

"I belong to the NAS/UWT—Ron Shinn and I give very good investment advice in their newsletter for retired members. I didn't take as much notice of it as I should have done."

As these things go, the art is going well. Ian sells his prints all over the world, is exhibiting in various galleries throughout the country and has his first piece of work selected for this year's Summer Exhibition at the Royal Academy. The income from these sales is still minimal. Ian lives frugally on Ian's pension, his wife's earnings and the income from renting accommodation to a family who don't realise it's been bought for them.

"What people don't realise is how much I actually cost to sell my work. I've been lucky to exhibit in a gallery on the Edinburgh fringe this year. That will cost £110 for 20 prints and I've got to deliver the prints to the organiser in Glasgow. More time lost and petrol to pay for."

"Most gallery owners take 40 per cent of the sale price, plus VAT. An artist needs to sell a lot of pictures to feed himself and the waste of time showing your work to people, delivering it to galleries, running around, hither and thither and you are all exasperatingly frustrating when all you want to do is get on with your work."

"At the moment there's precious little money to spare for anything except the bare essentials. We haven't had a holiday for three years except that doesn't really bother me. But I'm selling work regularly now—people are starting to come to me and I'm sure that once the economy actually regenerates a bit we'll do quite well."

The last four years have been hard though. Ian regrets the decision to retire so early. "I wish that I had hung on for Clegg, yes. And I wish that I had understood quite how difficult the transition would be for my wife. She puts up with it for my sake but, because she works as a part-time teacher with the local authority, she has no security either. I hadn't realised before, what the anxiety would do to her."

Case study 2 An investor's chronicle

Joe Hetherington is lean, fit and as fit as a fiddle. He is the best of the best in the world of the Ulsterman's enthusiasm for life and very little of his dogmatism. Eight years ago at the age of 63, just before early retirement went on special offer with all the remuneration and enhanced pension rights, he left his post as headmaster in the little town of Newtownards near Belfast. It is a decision he



never regretted.

"I had quite lost heart with teaching—just wanted to be away," he told me, settling into the chair which gave the best view of the summer garden. "I'd been headmaster at Newtownards for 10 years. When I started there it was just a tiny place, as remote from the city as it if it were 100 miles away not 10. Then came The Troubles and the population suddenly surged. We had all sorts coming from every section of Belfast."

"My little school doubled in size. We had lots of children with problems and so many new staff, all at once. It was very difficult to maintain the ethos of the place. I stood that for three years, then I left."

On the face of it he and his wife did everything wrong, leaving the community where they were well known and moving to England in pursuit of their children. It has, however, worked out extraordinarily well.

They sold the house in Newtownards and bought a comfortable detached house with a substantial garden. Money does not seem to have been a problem even at the beginning. "I was on the dole at first, of course, earnings-related for the first six months and after that, at the flat rate. Once I reached 65, I got the State pension and that's not to be sniffed at."

He had his normal pension, a lump sum slightly in excess of £10,000 and his wife took a part-time teaching job. "As a highly-qualified mathematician she found people were actually pressing her to work. But I don't think we'd be doing too badly even if she weren't working."

The secret of successful survival seems to lie in the investment of the lump sum. "We were very fortunate, it's most difficult to find a reliable financial adviser, I believe, but we had a very astute young solicitor who knew the market well. Then, as I read economics myself, I had a bit of the background."

While individual investments have changed frequently over the years, they are still divided in roughly the same proportion 50:30:20 with the smallest amount in a building society account for over-the-counter cash.

About 30 per cent is invested in high yield (and therefore higher risk) shares, some paying out at around 9.5 per cent after tax. "I am always watching out for the 'bargain of the month' from the building societies. Sometimes they are very good, but you have to keep an eye on them, change as they lose their value."

The bulk of the investment is in shares which will yield a safe, steady income, and make growth at the same time. Joe looks after his own portfolio, the bank having told him he neither liked, nor should waste his money on their expertise. He reads the financial pages of *The Financial Times*, the *Daily Telegraph* and the *Sunday Telegraph* and used to consult *Which?* a lot in the early days.

"How you go about this if you are not financially aware, I just don't know. I suppose that building societies do have bargains and they are safe. They can pay out up to 13 or 14 per cent gross but you have to remember that the capital sum doesn't increase with the retail price index (inflation)."

"Of course you probably won't spend so much on travel or clothes, there's no national insurance or union dues. Being able to DIY is marvellous for the handyman and we grow nearly all our own soft fruit and vegetables."

Not that they live meagrely. "We go abroad two or three times a year now and when my wife and I go out of season. I understand a lot of travel companies depend on retired professionals taking their holidays then. And once you pass

retirement age there are cheap rail passes to consider."

They look very fit and lead a hectic life by anyone's standards. Joe especially has a daily routine of voluntary work. "Meals on wheels, transporting old ladies to the day centre and hospital visiting as well as gardening and DIY. Then I'm a member of the Lion's Club, on the town's Christmas lights committee and the local Conservative ward committee—and I'm a drop-in... I drop things in people's letter boxes. It keeps me fit."

"He is fit" said his wife, "I hope I'm as fit when I'm his age. He looks after himself. Men do though don't they? If it's cold he sits in that chair and looks at the garden. If he's tired, he has a sleep."

Joe takes it in his stride. "I watched the first three years very carefully," he says, "those are the difficult years—when people stop work and drop dead because they haven't anything to keep them going."

Case study 3 Riding high

Kath Riley left teaching to set up a riding business in Staffordshire. "People think it's all potteries and industrial development," she said "in fact it's beautiful country, much of it actually in the Peak Park."

You need more than good countryside to set up on your own, however. You need determination, a certain amount of business acumen and a good deal of luck. Kath has all three. On the day that I arranged to meet her, Granada TV, having come on her by chance, were filming the enterprise as part of *Jobwatch*, a network programme about work opportunities.

And so Kath explained to the camera how she had left teaching at Christmas, disenchanted by the system after seven years in a comprehensive. How, at the age of 36 she had a cottage, a horse, a lifetime of riding behind her and all the administrative and organizational skills that being a year head calls for.

And how she decided to enter the leisure and tourism market, offering experienced riders something different—distance riding, on good mounts, with overnight stops in traditional farmhouses, lunch in country pubs and all baggage carried separately.

But first she spent months researching a network of paths with accommodation for horses and riders en route, locating a base, a farm with stabling, grazing and accommodation, and then she looked for backing.

"That was the most difficult part. I talked to CoSIRA (the Council for Small Industries in Rural Areas), the Small Firms Information Service and the British Tourist Board... all very helpful about explaining how to go about setting up in business but the main problem was that no one can give you any grants or loans, unless you actually own the land or property. I've discovered that once I get my own land I can get grants worth up to 50 per cent of its capital value from one or more government agency."

Kath had not qualified for redundancy or early retirement payments so she sold her cottage to



buy more horses (a good part thoroughbred complete with tack works out around £1,000), a pensioned off caravan to live in and a small van. The banks were not impressed. Banks lend on bricks and mortar not on all too vulnerable horseflesh.

"One actually told me I'd be better off setting up a shoe shop, another gave me a verbal undertaking to give me everything I needed and then reneged on it after I had handed in my notice on the strength of his promise."

"Finally the Nat West, who have been marvellous to me, promised sufficient overdraft facilities to tide me over. Then when I eventually get my own land I should be eligible for loans and grants from the British Tourist Board."

"I was purposely very businesslike. I had a feeling that I had to get past this 'little girl mad about horses' stereotype. So since bank managers don't know much about horses anyway, my accountant prepared a very detailed document giving cash flow forecasts, profit and loss accounts and all sorts of background information like the cost of feed, regular shoeing and vets' bills. I think it was that which persuaded him."

She approached the question of publicity with the same professionalism, studio-designed leaflets, advertisements in the horse papers, mini-posters to put in local hotels, contacts with British and US travel companies and a full scale launch for the national press.

"We were very lucky," she says. "Just when the reporters and cameramen were getting really fed up with the picket lines, we offered them a country pub lunch and a day in the Staffordshire hills. The sun shone, it was just the right moment and they came."

But in the event it was nearly a disaster. On the day of the launch two of the horses were laid low. "It was a case of rent-a-horse—everyone we knew with a horse was invited. In the end we gave a good show and the bookings came in."

Only then did Kath realise how much you need family and friends when you start up in business. "I've been terribly lucky. My father converted the caravan, my mother helped with the book-keeping, my boyfriend supplied the PR knowhow and infinite moral and practical support."

How does it compare with teaching? "I used to think I worked hard but then at the moment I start at seven and don't finish till midnight."

"I'm aware of becoming a different person. Selling the cottage, living in a caravan, taking enormous risks. I've had problems I didn't expect. It was surprisingly hard to find good horses at my price and an employee to act as a guide to the trailriders. The world is full of 16 and 17 year olds who want to work with horses but lack the maturity to manage the human relationships side of the business."

"It's very difficult being an employer—it has nothing in common with being in a post of responsibility in education. You could certainly say it's more exacting and much more exciting."

Case study 4 The irresistible force

Leslie Samways left teaching to join the police force. His identical twin, Brian, did the same thing two years earlier.

Both taught PE. Both had Scale III posts. It is not unusual, says 'Les', he knows of other teachers new to the force and many of them fresh from the playing fields of London. The police force, with its healthy outdoor life (and interesting pay scale) is a natural for healthy outdoor teachers, it seems.

Les was assistant head of department when he left Stepney Green Boys Comprehensive to become a rookie copper. He enjoyed teaching, he says, only life was too predictable.

"As a PE teacher I could tell you exactly what class I'd be taking a month from now, what the lesson content would be and even which kids would be playing up. I'd always been interested in the police. I'd been at the school for seven years, I was 28 already and I knew my upper age limit for entry was 30. If I left it any longer, I'd be too late. Even so it wasn't easy making the break after being in one profession so long."

"I was in good shape so I wasn't worried about the medical. You have to be over 5'8" (5'4" for women) and I am, but after that you really have to sell yourself to get in."

"I would say to anyone thinking of going into the Force that you have to be 100 per cent certain that your partner is behind you. Two things really—the hours and the worry. You work a month's roster of day, night, late and early shifts, with one free weekend a month. Surprisingly really, most policemen reckon they get to see more of their kids than people in other jobs, even teaching."



because of the odd shift pattern. But it is a strain, especially at first.

"The worry is worst for the family. You get some big tragedy like Brixton, you know the radio and TV has reported so many policemen injured and your wife is worried. The second you're off duty you're on that phone."

"We worry too. You put on this big act of bravado with your next of kin because, as with Yvonne Fletcher, you never know when the most peaceful demonstration is going to attract some maniac with a bomb."

After the medical and the interview board comes the basic training at Hendon Police College. "That is very tough... not just the work but you've given up one job and there's always the risk that you won't make the grade in the next one. And in fact you can be asked to resign at any time during those first two years."

"They work you really hard for 16 weeks, three separate courses and an exam at the end of each one. The first, the junior section, is about the history of the force, ranks, what constitutes evidence, that sort of thing. Pass that and the intermediate is traffic—control, offences. The senior section is crime, criminal offences, charging and arrest, court procedure. If you don't pass first time you might get one more shot at a paper, but that's all."

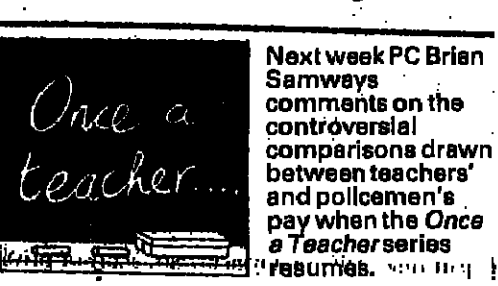
"After that you're on the beat for two years. It's more varied than it sounds, you don't spend two years solid pounding the pavements, you learn your street craft, traffic work, go out with the patrol car, spend time with CID and communications."

"At the end of every month there's an exam and at the end of two years is the big one. Quite a few leave of their own accord during that time. But then you can specialise—work with dogs, the mounted police, the CID. Promotion to sergeant and inspector is by examination, thereafter by interview boards."

What about pay? Les, who was unmarried when he joined the force, took a slight drop in salary at first. His brother, married with one child, benefited from the married man's allowance, and did not lose out. Single men get free accommodation in a section house. A policeman living with his parents or in his own house gets an allowance.

Currently, after two years in the force, a Metropolitan police constable earns £8,010, plus home allowance, plus a London weighting of £1,011. Sergeants (aged 25+) get £10,620, inspectors (28+) £13,071, Chief Inspectors (30+) £14,571 and so on up to Commander rank (you're doing well to land this by your late 30's) with £23,199. Everyone gets the allowances.

For PC Les Samways the drawbacks are far outweighed by the advantages—the variety, freedom, comradeship, "fantastic team spirit which extends to the Fire and Ambulance services", contact with people and job satisfaction. "I don't think I could ever go back into teaching. I look forward to every day on this job. The day I wake up on a Monday and don't want to go to work is the day I'll start looking elsewhere."



Next week PC Brian Samways comments on the controversial comparisons drawn between teachers' and policemen's pay when the *Once a Teacher* series resumes.

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FRANK TAPSON

If there is to be a choice of papers then we will still have to make decisions as to which ones our candidates should take. No doubt many will be made to take all of them (equivalent to double entry) while many other candidates will find themselves facing papers which were not really intended for them – just to be on the safe side. *Plus ça change, plus c'est la même chose!* I should like to outline here one way in which a common examination might

GEOFFREY DUNCAN

There is nowadays some confusion in Anglican education circles whenever the phrase "The Green Paper" is mentioned, for last March the National Society (Church of England) pro-

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Paper 2 would be set on material which was still regarded as an essential basic part of the subject, but the questions would now be little more searching. There would be two sec-

How this can best be done at this level will probably depend on the

There is nothing so chastening (and maddening) as marking the papers of

Frank Tapson is head of mathematics at Dawlish Comprehensive School, Devon.

government to take "decisive steps" to curb tobacco consumption; but in fact only feeble steps have been taken. The reason is simple: the government as well as the tobacco industry has a vested interest in maintaining the level of public expenditure on tobacco. It is part of the Smoke Ring, and Mr Taylor's detailed account of the workings and powers of that ring in both Britain and



Sir Roy Shaw on the power of the tobacco lobby

The then government's Chief Medical Officer for Health said of the tobacco industry 12 years ago, "They know they're selling death now". Nevertheless, Mr Taylor regards government as more culpable than the industry. I'm not sure that I agree, though there does seem to be an unholy alliance between the present government and the

tobacco industry. It is difficult to decide who deserves more blame, a government which accepts the medical evidence but does little to discourage smoking, or an industry which pretends the medical case is not proven or takes refuge in "No comment" or disingenuously says "We are not doctors".

The industry's latest tactic is to avoid the health

What can be done? Little, says Mr Taylor, without the political will to curb the high powered selling of sickness and death. I agree, but think he underestimates the role of education, which is odd, since this book provides a mine of information for teachers about the cynical and dangerous workings of the Smoke Ring. This could intrigue many students, young and mature, and make them resolve not to be duped by such an industry or by the false glamour which conceals the truth about tobacco.

The trade and the present health minister often make the point that tobacco is a legal product, therefore its manufacture and advertising are acceptable. It is a plausible argument, but that great Tory Edmund Burke provided an answer to it 200 years ago: "It is not", he wrote, "what a lawyer tells me I may do, but what humanity, reason and justice, tell me I ought to do". This book speaks with the voice of humanity and reason. It is a powerful contribution to the case for decisive action by government to stop all cigarettes advertising and to increase significantly the money spent on health education about smoking, directed towards all age groups, but especially the young.

By Annette Kobak

And it is this quarry, this scapegoat as well as this hybrid of ideas, that Jack Goody implicitly stalks in his tightly-argued study, *The Development of the Family in Marriage in Europe*. The book is a socio-historical, or, as the author sees it "historical-materialists" essay, cautioning against facile extrapolations made either from insufficient evidence or from the bias of our current or innate predilections: for example, whether we feel the past was better or worse than the present, whether we're inclined to see the unity or diversity in a given set of facts. He dismembers his prey by pointing to all the facts that don't accord with the idea that "love," "individualism" and "attachment" are an invention of bourgeois capitalism, and then looks at the precise nature and dates of the changes in family life to try to put together a new hypothesis for what forces had a hand in what might be called the Great Family Shift.

He follows this process and its links with family changes through the Gregorian reforms of the eleventh century, the Reformation and the pitched battle of Henry VIII with the Church over

It's all too easy to do this in the intellectual minefield of family studies, with its elusive historical, social and emotional ramifications which is why any monumentally simple theory will always have an appeal - and can always decline into a truism.

Exams may come, exams may go or be merged with others, but the exam howler lives on forever. *The TES* is anxious that these traditional delights should not go unrecorded and would be delighted to receive details of the choicest examples, whether from this year's crop or an older vintage. Please address them to Exam Howlers, The TES, Priory House, St John's Lane, London EC1M 8RY.



BOOKS

Country dwellers

John Clare. Edited by Eric Robinson and David Powell. £12.95. William Wordsworth. Edited by Stephen Gill. £15.00. Thomas Hardy. Edited by Samuel Hynes. £12.95. Oxford University Press.

Welcome to these three opening anthologies of the Oxford Authors series. Each provides a generous selection from the work of an individual poet, with texts edited to rigorous standards of scholarship, taken either from manuscript sources or the best available printed version; each is adequately introduced, with a useful apparatus of notes; best of all, where possible the poems are printed in chronological order of composition.

Wordsworth, Clare, and Hardy – the trio under review – have much in common. To begin with, all were alive together in the same decade about the middle of the nineteenth century; all were country dwellers; each recorded the impact of the industrial and agricultural revolution on traditional rural life, lamented its passing and, while celebrating nature, elegized it in effect – as if foretelling the threat of its destruction by the forces of technology and progress.

John Clare, the farm labourer, felt the sharp edge of such changes when the common lands that gave sustenance to his fellows began to be "all levelled like a desert by the never-weary plough" and

inclosure like a Buonaparte let not a thing remain
It levelled every bush and tree and levelled every hill
And hung the moles for traitors – though the brook is running still
It runs a naked brook cold and chill.

Wordsworth, who was 30 by the close of the eighteenth century, was in sensibility and range of subject-matter the earliest forerunner of what we now call modern poetry, while Hardy, whose first 60 years were lived under Victoria, was its usher-in – and claimed as such by Ezra Pound. Clare, on the other hand, was like Burns, *sui generis*: the first and last voice of a vanishing way of life. Both Clare and Burns collected, recorded, and added to the traditional folk-song and oral culture among which they had been brought up and from which they drew strength and inspiration, while absorbing, em-

ploying, and inventing more sophisticated techniques from their reading. And the traditional oral poetry of rural England was Hardy's background; as a boy he played the fiddle with his father and uncle when they attended wedding parties and christenings as village bandmen.

Of the three books, the Clare selection is the most valuable. There is as yet no complete edition of Clare. Most other selections have repeated the genteel editing of Clare's first publishers, who provided his poems with correct punctuation and spelling, but eliminated such offences against contemporary literary taste as dialect words, subversive sentiments, or anything they thought indecent. Here we are given what Clare actually wrote, misspellings and all – this is sometimes irritating, but the gain far outweighs one's initial annoyance.

The Wordsworth selection is almost equally valuable in that it prints the original 1798 version of *Peter Bell* – a revelation, being so much fresher and more direct than Wordsworth's later revised version of it 20 years later. But was it necessary to include the whole of the easily-available *Prelude* – albeit in the 1805 version – at the expense of so many of Wordsworth's fine and sometimes magnificent later poems – eg "Processions" (1820) and sonnets like "Near Antio's streams" or "Rydal on May Morning, 1838"?

Hardy's poems merit almost undoubted inclusion, but the editor could have done a rough chronological ordering of his selection. He presents a generous selection of the 900 poems in the Hardy canon – but no choice from this poet is ever likely to please everybody, for one man's Hardy is another man's bathos. Here the selection errs I think on the side of high seriousness – whatever happened to such light-hearted poems as "Lalage" or "Liddell and Scott"?

David Wright

Samuel Johnson, edited by Donald Groene (£15.00) is a further addition to the Oxford Authors series. Greene trawls beyond Johnson's best known writings to include pieces dealing with political, legal, and theological matters, as well as selections from his poetry and journals.

Medieval imagery

Chaucer and the Imagery of Narrative. By V A Kolve. Edward Arnold £35.00. 07131 6412 3.

It is 18 years since V A Kolve's *The Play of Chaucer's Imagery* (1966) achieved almost overnight the status of a classic. Although his new book has been a long time coming, it's been worth the wait. And the price – just 1.99p – makes the book a pleasure to read. The illustrations are central to Professor Kolve's purpose, which is to demonstrate "Chaucer's use of imagery at its maximum power, not as rhetorical ornament but as an iconographic possibility of narrative action itself". Imagistic nuclei are shown to provide iconographical readings of tales when "they are essential to the action... are affiliated with other images in other texts, and (when) they organize and clarify – on a level deeper than the linear continuities of plot – our experience of the narrative". They mirror a cognitive process natural to medieval folk, though its effectual power(s) depended upon the individual level of intellection.

Images could fulfil a double function. They might recreate a narrative event, in the mind's eye while, at the same time, alluding to other more profound images in medieval tradition – the iconography of "Death at the Feast", for example – which could guide

readers and/or listeners in thinking more deeply upon the meaning of the whole. The mimetic could summon up the symbolic, a meditation upon which might inform and shape the conduct of an individual's life for the better.

Professor Kolve offers detailed readings of the first five of *The Canterbury Tales* (Chapters III to VII) in support of his argument. He also convincingly establishes their fundamental unity. "The Man of Law's Induction and Tale" becoming a first logical climax, a natural staging point. However, he is over-modest in declaring that "readers chiefly interested in a critical reading of the *Tales*" may skip Chapters I and II. In them he inquires into "what Chaucer asks his audience to 'see' – in what manner; and to what ends – as well as into the cultural resources his first audiences might have brought to that activity". This leads him to investigate, thoroughly, medieval ideas about memory and the visual imagination. The next two chapters are crucial to the detailed exposition that follows.

The imagery of narrative, as he explains it, resonates into the future. A century and a half later, the anonymous author of *Cyprien and Clamydes* utilizes the visual nuclei of "The Knight's Tale". In 1566, Richard Edwards stages a sumptuous version of the story of Palamon and Arcite to celebrate Elizabeth I's visit to the University of Oxford.

Professor Kolve's book carries mag-

David Blewitt

BOOKS

Memory lane

In a Green Shade. By Richard Mabey. Hutchinson £7.95. 0 09 154320 7. Change in the Village. By George Bourne. Penguin £2.50. 0 14 059 002 1. Brother to the Ox. By Fred Kitchen. Penguin £2.95. 0 14 059 001 1. Between Earth and Sky. Compiled by Neil Philip. Penguin £2.95. 0 14 059 005 6.

Why is it that the booksellers' category of "Country Books" has a slightly derogatory sound? It must be because, like all those huclic images used to advertise margarine or confectionery, it caters for that sentiment that Fraser Harrison, in his book *Strange Land*, calls "corrupt grief", a self-indulgent nostalgia for a make-believe rural past. The currency has been devalued unwittingly by that poor Edwardian Lady, whose sketchbook was put together for her own pleasure, not for the best-seller market with spin-offs in the tea-towel, souvenir crockery, calendar and table-mat industries.

Her book was too slight for serious critical attention, and the only serious, and devastating, discussion it received was from Richard Mabey in *The Times*. He has established himself in the past 10 years as quite the best of our "country writers", enthusiastic and busy; legislators have their eyes on villages; throughout the leisure class it is habitual to look upon the poor as a sort of raw material, to be remodelled according to the leisurely ideas of what is virtuous, or refined, or useful, or nice; and nobody seems to reflect that the poor may be steadily, albeit unconsciously, moving along a course of their own... One agency for this change was the despised popular press penetrating into poor rural homes. "There is no saying," he con-

cluded, "what its offspring may achieve, once they get their powerful intellect awake on modern lines and can draw freely upon the great world for ideas."

One of those whose powers were awakened by their own efforts was Fred Kitchen. From starting work at 14, it took him 36 years to "drag myself out of the rut of being a farm labourer" and it happened through joining a Workers' Educational Association class in 1933. After many disappointments, he got his autobiography published in 1940 and it became a modern classic.

Neil Philip draws both from George Bourne and Fred Kitchen for his anthology of prose and verse about life and work in the country between the Enclosures and the First World War, but he has also gathered much less-known material to produce a vivid composite portrait. He too stands curiously apart from corrupt grief, for the very first sentence of his introduction reminds us that "it is easy to be nostalgic for a past you did not have to live through". He stresses that while it is foolish to idealize these ancestors, we should by all means celebrate them. "We certainly cannot look down on them, seeing how little we make of their little, and how little we make of our much."

Penguin thus initiates their series with three books of high quality, though with a certain predictability. It is easy to think of other excellent out-of-print rural autobiographies, for example, *A Suffolk Childhood* by Simon Dwyer, or *Reuben's Country* by Spike Mayes, which would certainly delight a wider audience under the imprint. And since, statistically, most of us come from or live in suburbs, which by now have their own brand of nostalgia, why not yet another category, the Penguin Suburban Library?

Colin Ward

lingo

Stanley Alderson (Lingo, TES June 15) claims that using 'he', 'him' and 'his' to represent both sexes as well as the male sex alone is unfair to men. Perhaps he would agree to males being included in 'she', 'her' and 'hers' in the future instead, to redress the balance?

The fact is, of course, that "during" their pronoun with women works to men's advantage rather than to their disadvantage. The ambiguity involved is only confusing to women, who do not know whether they are included or not.

The writer suggests we should be grateful to feminists for forcing the grammatical issue. Yes indeed. Feminist linguists have discovered that the idea of using 'he', etc for both sexes is totally artificial, the idea of male grammarians who, from John Kirky onwards (88 Grammatical Rules, 1746) tried to establish the convention that the male gender was "more comprehensive" than the female. This notion was ignored by public and writers

alike, but the efforts of nineteenth-century pedants ensured that it was given legal status in 1850. Even then, the commonsense of the public avoided its use, and Fowler himself demurs at its use in sentences such as "There must be opportunity for the individual boy or girl to go to his or her own work, and to use his or her own initiative and ability to take his or her own decisions."

What we need, of course, is a pronoun like the French 'se' or 'on', 'se', 'se'. Such a pronoun already exists in English: it is 'they' and 'their', which after words like 'everyone', were used for 'he or she' long before the grammarians' 'he' was even thought of, and have continued in nonformal use to this day. Nor does the OED condemn this usage, remarking only (and in brackets) "not favoured by grammarians".

Let us indeed put an end to ambiguity and uncertainty and use words which mean what they say. Let 'se', 'se' stand only for males again, and we shall all know where we stand. Let the popular will and time-honoured usage restore 'their' plural after words like 'everyone' is after all logical, as the restriction of 'se' is not. It is time to reclaim the English language from the grammarians, and let commonsense prevail over sexual prejudice.

Sue Lloyd

Under the censor's nose

Mourou. By Brynlen Brynlenbach. Faber & Faber £8.50.

Brynlenbach's novel begins in the South Africa of his childhood, a landscape in which the figures described are horrifyingly real. A man is dragged from his lover and imprisoned. A child is found dead on a rubbish heap. Prisoner and wanderer suffer alike under the tyranny of fear. Any assumption the reader may make about these events is, however, speedily demolished. This is a difficult, highly personal narrative which continually shifts in location and perspective and is split, subtitled "Mirrored", into a series of three or four pages long, many prefaced by quotation – from Dante, Baudelaire, Lowell – and honouring the great texts of modernism. The piecemeal construction concerns the reality of oppression.

Born in 1939, the son of a farmer, Brynlenbach is a writer and painter whose exile has been undertaken with a great sense of regret; while attending the recent conference on censorship in London he deplored the fact that his first language, Afrikaans, has now become a weapon in the political struggle. In the Sixties he established a life in Paris. In 1973 he took his wife to South Africa and recorded their impressions in *A Season in Paradise*, a book which so enraged the authorities that they forbade him ever to return. In 1975 he risked another trip, alone and in disguise and this time was arrested at the airport on his way out of the country and charged with terrorism. He served seven years of a nine-year sentence, some of it in solitary confinement, an experience which is evident in the deep lines of his face and the quiet authority with which he speaks. *Mourou* was written in gaol under the censor's nose.

Judy Cooke

BOOKS

Everyday and far away

Audrey Laski on paperbacks

The programmed books keep on coming, most of them the same *Dungeons and Dragons* or *Raiders of the Lost Ark* stuff, but occasionally a publisher comes up with a new approach worth notice. One is Bantam's Time Machine series, which uses the formula as a covert teaching aid, shifting readers about in time so that they get and use a great deal of information. This is brilliantly successful in *Search for Phosorus* (David Bishoff, illustrated by Doug Henderson and Alex Nino, 50p), but in *Secret of the Knights* (Jim Gasperlin, illustrated by Richard Hecox, 95p), where all the effort hardly seems justified by the outcome. Still, it is a promising idea, and I look forward to future examples.

Another newish use is the programmed detective story, very well done in the lively and quite sophisticated form of Blackie's Mystery Squad series, which provides all sorts of clues for the observant reader. The Squad is a children's gang, mixed for gender though not for race, who solve problems like that of the wicked assassin, apart from corrupt grief, for the very first sentence of his introduction reminds us that "it is easy to be nostalgic for a past you did not have to live through". He stresses that while it is foolish to idealize these ancestors, we should by all means celebrate them. "We certainly cannot look down on them, seeing how little we make of their little, and how little we make of our much."

There is a kind of gentle ghost story which is more about feelings and families. *Halcyn Island* (Anne Knowles, illustrated by Gavin Rowe, Hippo 85p) is an agreeable example, with Ken only realizing at the end that the boy Giles who has helped him overcome his terror of water was himself drowned four years earlier; central here is that Ken needs Giles' courage to re-establish relations with his own pressurizing father. Much less strong is the story of a long-dead girl helping lonely Angela to come to terms with her mother's desertion (*Alex is my Friend*, Barbara Giles, Puffin 95p); it is easier to give such themes real power in writing for older

readers. Nigel Hinton's *Buddy* (Puffin Plus £1.25) goes deep into the miseries of a lad whose mother has left, who despises himself for despising his inadequate Teddy Boy father and for whom adventure turns into betrayal and disaster, though with a final element of hope. Tim Kennemore's *Wall of Words* (Puffin £1.25), though the touch is lighter, is even bleaker about relationships between parents. The central characters here are girls, and the effect is of a marvelously updated and enriched Noel Streatfeild, highly recommended.

CHILDREN'S LITERATURE

For younger readers, family life is often the starting-point for fantasy; there is, for example, a good human story about how a girl fits in to being fostered in a family with two boys underlying the splendid adventure of *The Demon Headmaster* (Gillian Cross, illustrated by Gary Rees, Puffin £1.25). It takes the combination of her brains and their steadfast resistance to defeat the headmaster's plot to take over the world; there's a parallel about nonconformity here, too. Mary Rogers has already spun one admirable

words and Nicola Bayley's pictures in *The Patchwork Cat* (Picture Puffin £1.25) is poetic, though also full of the humour of cat behaviour.

It would be a bad mistake for a parent for whom this had been a success with a young child to move to Mayne's *All the King's Men* (Puffin £1.50); the three novellas in this volume, and particularly the title one, require a very sophisticated younger reader. Incidentally, the misprint of "show" for "snow" on page 31 is so confusing it must be reported. The willingness of disbelief, which is a crucial element in two of these stories is important also to Mollie Hunter's *The Kelpie's Pearls* (Magnet £1.25), where the delicate skill of the writing of this tale of old magic and modern cupid is supported by the force of Charles Keeping's illustrations.

Back to the everyday world. With the summer holidays coming, a book which sets out to answer the question *What Can I Do?* (Vanessa Miles and Jacqueline Danks, illustrated by Peter Stevenson, Corgi £1.50) could be invaluable, and this one probably will be; it is packed with ideas, addresses and telephone numbers, and seems to start with blessedly few preconceptions and a great store of information. One of the activities it mentions, unsurprisingly, is bird-watching, and for any child taking that up, the *Piccolo Bird Watching* (Garth Thomas £1.50) would be a particularly useful present, since it suggests a wide range of activities, many of which will subtly train the young scientist. Books which help you to think more effectively are always to be welcomed: *The New Little Quiz Book* (Sarah Sheridan, illustrated by Raymond Harvey, £1.10) is more about knowledge than thought, but it will certainly have its uses on summer journeys.

In search of God

The World's Religious Traditions: Current Perspectives in Religious Studies. Edited by Frank Whaling. T & T Clark Ltd £11.95. 0567 09393 0.

The study of religion can be an arid wasteland in information gathering. That is how some people like to caricature it. Against those who have come under the influence of one man, this charge at least is unwarranted. Wilfred Cantwell Smith believes that the study of religion is a matter of importance for the life of the community. He also thinks it should be undertaken by an international group of scholars writing for a world audience, rather than few interpreting Judaism to Jew, or Christians explaining Islam to Christians.

Frank Whaling has gone a long way towards achieving Professor Cantwell Smith's aims in persuading 12 authors from five religions and a number of Christian traditions to contribute to this festschrift. The Christian presence may be unfortunate and ponderable but perhaps it simply reflects a fact of life. This approach to religious studies is still very much a western activity. (It might also be noted that even among Christians the open "across religions" method of study is rare, and its practitioners sometimes suspected of having lost their own faith, as though only when something has become meaningless in personal terms can it become worthy of study.)

The authors of this volume of essays have no in doubt of the intellectual demands made by the discipline of religious studies. These are not writings for newcomers to cut their teeth on. They do, however, in part one, communicate the rich complexity and significance of the Hindu, Confucian, Jewish, Christian, and Muslim traditions, in a way that introductory books to each of them sometimes fail to do. It is particularly interesting to find Christianity, for example, described as

a congeries of religions and to consider that what may have happened in the past sixteenth-century Reformation period is that built-in variety was replaced by exclusivist denominationalism, which has now given rise to guilt caused by the awareness of intolerance.

The section on current approaches to the study of religion examines a number of important issues. Geoffrey Parrinder considers the approach through thematic comparison; one which is often misunderstood, but a method which he has used often and properly, with important results. Nilan Smart discusses scientific phenomenology, and Seyyed Hossein Nasr the Philosophy Perennials. However, Hick's essay on religious pluralism, and Raimundo Panikkar's article entitled "Dialogical Dialogue," came nearest to my own interests.

To attempt a summary would be impertinent. Let it simply be said that if there is a thread running through this book it is the assertion that religion is human activity and that religious studies should be concerned with people, not merely with beliefs and practices.

Hindu Festivals and Sacraments By H P Kanitkar £5 incl p&p. 0 94734 00 7. Available from the author at Widdya Willas, 83 Bulwer Rd, New Barnet, Herts.

It is an important principle, in a multi-faith society where a number of religions are studied and taught, that people of all faiths should be encouraged to make their contribution. For the reason alone that Hemant Kanitkar is a Hindu this book would be welcome. One greets it all the more enthusiastically because it makes available to teachers of Hinduism like myself much material that has not been accessible and some that could only be obtained after much effort. At last we have a comprehensive survey of the

festivals of Hinduism. Not quite all of them are there. It is probably beyond the ability of one person to cover every Hindu celebration from Tamil Nadu and Kerala to Jammu and Kashmir. However, it is likely that all those which teachers are going to encounter in Britain, or want to teach about and many more besides, are to be found in the 136 pages of this book.

The festivals are dealt with in their order in the Hindu lunar calendar, beginning with Chaitra, which coincides with March-April of the English calendar, so the user is invited to adjust to the Hindu year rather than clinging to the notion that everything everywhere changes on January first. Last anyone might be put off by this arrangement, let them be immediately assured that there is a carefully prepared index, three pages long, which will enable them to find Ganesh Puja or Idoli-festivals in a matter of seconds.

The rest of the book covers the 16 Hindu samskaras, rites of passage, or, as Mr Kanitkar calls them, the Hindu sacraments, ranging from conception to cremation and the shraadh ceremonies and including marriage and the rites practised by twiceborn Hindus as they pass from one stage of life to another.

Some CSE and O level students will be able to use this book for themselves and the forty-five line drawings by Mr Suresh Pissal should enable them to visualize the celebrations described and inspire many children to make paintings and collages of their own, but the book is going to be used, in the main, by teachers as a resource manual. It should become a standard reference book in all schools where there are Hindu children or where Hinduism is taught.

When a second edition appears, I hope that it will include information about Hindu worship in the home and in the temple.

W Owen Cole

Folk lore

Pirate Tales of the Traveller Children. By Duncan Williamson. Canongate £5.95 0 86241 047 9; £2.50 hb.

Williamson, the seventh of sixteen children of a tinkering-travelling

family has, in the course of covering the length and breadth of Scotland, garnered a yield of orally transmitted tales. Their transcription by his American wife from taped recordings reveal the born story-teller in the ancient round-the-camp-fire tradition, the tales being spun out and rather long-winded.

Stephen Corrin



Marcellus is nervous on his first day at school. Will the others laugh at his locks? Evenally he finds the courage to take his cap off and enjoys himself. Lively, if crude, drawings are accompanied by halting verse designed to quell infant fears. *Marcellus*, by Lorraine Simeon, 90p from Peckham Publishing Project, The Bookplace, 13 Peckham High Street, London SE15 (01 707 1757).

Muslim blessings

Eid Mubarak. By Nadia Bakhsh. Ajaib & QRE Publishers, 48 Aldersey Gardens, Barking, Essex. £1.50 (+25p p&p). 0 907577 02 4.

Nadia Bakhsh's first book, *My Holidays in Pakistan* (reviewed in *The TES* December 11, 1981) was written when she was seven. The publicity for the present book claims that this made her "Britain's youngest author". This is not quite so, as books have been published by others of the same age, and by some who are even younger. However, *Eid Mubarak* (the traditional greeting, wishing blessings for the Muslim festival of Eid) does make Nadia Bakhsh the only 10-year-old author with two little books to her credit.

This isn't such a little book, actually, with some 200 words to each of its 30 pages of text. There are also eight photographs (of indifferent quality, unfortunately) and various other items such as charts, glossary, and a list of 30 questions whose answers are to be found in the book. *Eid Mubarak* thus packs in much more information, and at a fraction of the price, than the attractive hardcover books with colour photos on every page which dominate the market. If those others are more attractive, Nadia Bakhsh has the merit of being easily understood by others of her own age.

Eid Mubarak consists of two sub-

stantial sections. The first describes in lively detail Nadia Bakhsh's experiences in school on her first Eid. One of the five pillars of Islam is the month-long dawn-to-dusk fast which characterizes the whole month of Ramadan. (It coincided with the month of June this year.) Since she was 10 years old at Ramadan last year, she was allowed to start keeping the fast for the first time. Predictably, her white schoolmates reacted with bewilderment, teasing or attempting to get her to eat sweets, crisps or chocolates. The second, less impressive, section recalls her more common experiences of that Eid day, with family and friends, feasting and the visit to a mosque.

The author has an artful way of inserting useful information into conversations at home or school, though an adult's credulousness may be stretched by some of them. And it would have been useful to have had the distinction between the two different Eids in the Muslim calendar. However, Nadia Bakhsh has a precise imagination, and the conversational English of a London schoolgirl. If that is sometimes marred because one can detect the influence of older voices, *Eid Mubarak* is a welcome addition to the slowly growing number of texts written by black young people who communicates what it feels like to be young, black, and (not quite) British.

Prabhu S Gupta

Every year the Japanese equivalent of British Telecom recruits some 3,000 electronic engineers - more than Britain's entire output. Only a tiny fraction of Japanese schools study computing. Combine these two facts with the undisputed success of the Japanese in both manufacturing and applying computers, and it suggests some questions need to be asked before we assume that the dissemination of computers throughout our schools is the open sesame to future wealth and prosperity.

School computer studies may be fun, but it has very little to do with jobs. It falls into the widening gap between those who use computers at work and those who design the machines, or the programs that operate their application to particular tasks.

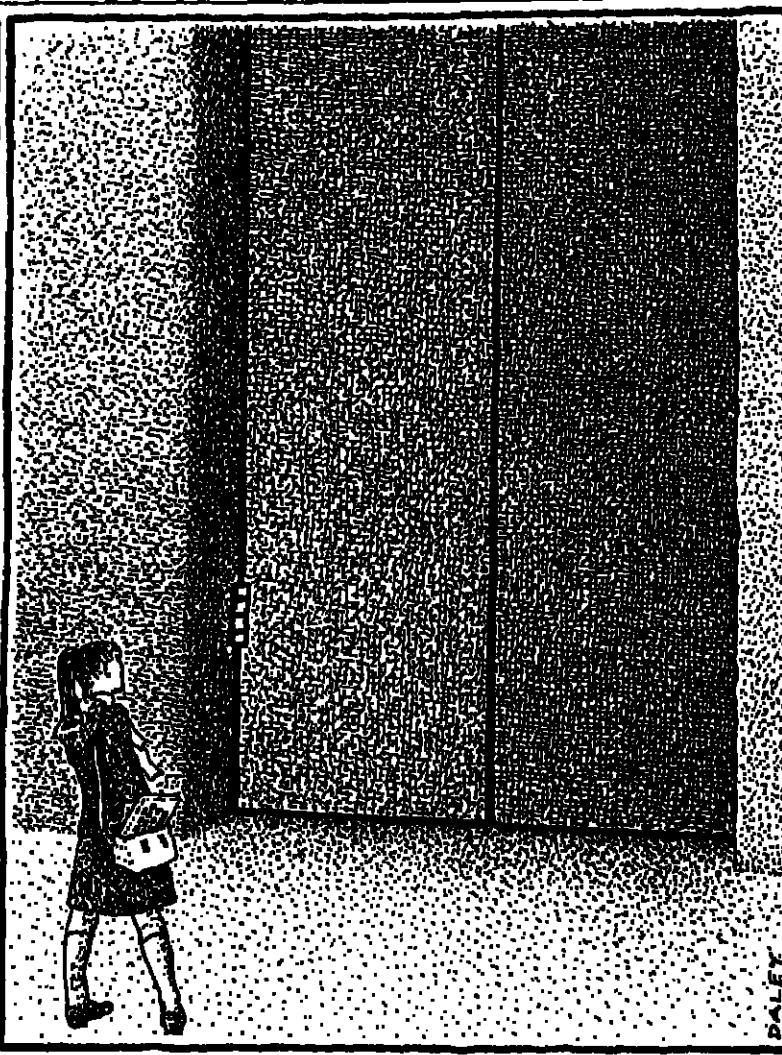
Now that technology has produced machines that are powerful, portable, reasonably cheap and adequately robust, microcomputers are peering into every sort of job, but knowledge of programming languages and the acquisition of programming skills is becoming superfluous.

This evolution is occurring thanks to the electronic engineers and computer scientists who produce the increasingly sophisticated hardware and software. At this level, it is quality rather than quantity that is needed, with the demand for the expertise coming not so much from numerous end-user companies as from relatively few manufacturers and software houses. The prospect is for challenges to be more complex, but for job opportunities to be more concentrated.

If exam-oriented computer studies is a waste of energy and resources in so far as the generality of jobs is concerned, it is equally irrelevant to the production of experts. Much of the content of the course is likely to be out of date, given the speed with which computer technology is changing and the time-lag inseparable from developing a curriculum for examination boards. Moreover much of the teaching is mediocre, with seconded teachers who are the first to admit they are themselves only self-taught.

The Alvey Committee commented that universities were having to give remedial tuition to students with A levels in computer science, and called for better standards. But people with a strong interest, ability, and training in computing are at present likely to find more rewarding openings in the computer industry, and it will not be easy to recruit them into teaching.

This may not matter all that much. So far as budding electronic engineers are concerned, higher education frequently prefers A levels in electronic systems, with advanced programming expertise added at the degree or diploma stage.



Open sesame?

School computing must be directed towards the world of work, argues Anne Glyn-Jones

This has the advantage that the curriculum can respond to technological change more rapidly than at school, and there is more prospect that the teaching will be of a higher standard - though universities and polytechnics also feel vulnerable to the loss of good people to industry.

So far as software writers are concerned, any subject that disciplines the intellect can be an appropriate preparation. Physics and maths are obvious candidates, but notable successes are being recorded by software writers with, for instance, a classics background. In the case of applications software (ie programs controlling the

way a computer handles a particular task, as distinct from "systems" software, which is concerned with the internal behaviour of the computer itself, or its links with other computers), the program writer must achieve a very thorough understanding of the task to which the computer is being applied.

Either the computer scientist must master the procedures and problems of a particular task, a quality that requires good communications skills in written and spoken English, or the software may be written by someone within a trade or profession who adds computing to his vocational expertise.

Account programs have often been written by accountants, some of whom may make software writing their full-time job; and similar examples can be cited in fields as diverse as civil engineering or agriculture.

The same is true for education, where teaching experience is likely to be an essential ingredient for the production of good software. This does not mean that all teachers or other professional people should be capable of writing their own software, but it does suggest that a wide educational background is a useful adjunct to the production of applications software, and also that those acquiring professional qualifications should have the opportunity to study computing if it interests them.

Nowhere is this more pertinent than in industry. Britain prides itself on software production, but in industrial applications this pride is unwarranted. Not only is there a low level of installation of automation, robotics or even CNC (computer-numerically-controlled) tools, but such installation as has been made frequently uses tools and software of foreign origin. The issues involved are far beyond educational strategy, but if the situation is to be remedied one ingredient must be the production of engineering-literate computer scientists and computer-literate engineers.

The whole subject of technology is now being freshly explored in many secondary schools, and it is in this context that elementary computing at school has most vocational relevance. True, some blue collar jobs have been so automated that even literacy is superfluous, the few instructions being relayed in picture form on the screen. But many craftsmen and technicians will need not only to program CNC tools but also to design programs for new components, using computer graphics which make greater demands on the operator than do most of the computer operations performed in the office or "high street" sector.

The technique of operating a CNC tool also takes considerably longer to acquire than does the application of computing to a clerical job. The moral is that craft, design and technology is a priority area for the allocation of resources for computer equipment and training both of staff and pupils.

In most white collar contexts the vocational need is for people who understand their own job, rather than their computer. Provided people are competent at their own job, appropriate software packages can normally be mastered within a few days, whether for instance by a lawyer searching a database of primary legal sources, an engineer making stress calculations, an accounts clerk arranging the despatch of invoices, or a salesman in a multiple-outlet chain checking the availability at other branches of an out-of-stock item.

The same is true of most scientific and research applications of computers, though research at the frontiers of knowledge may go beyond existing available software packages and require creative programming. Advanced graphics will present a considerable challenge - to architects, for instance, or geographers compiling a map. But these specialists will be relatively rare, and their needs can best be catered for at a later stage than secondary education.

The major impediment to efficient computer use in all these applications is likely to be an inability to handle the keyboard dexterously, and that is as true for technicians designing components as for those in business and commerce keying in data.

In time, voice input will be routine, but for the present many companies are training their existing staff in touch-typing, and will require typing qualifications of future applicants. For example, all future fire control officers (male or female) at the Devon Fire Brigade headquarters will require a typing qualification, as 999 calls are being manually recorded at computer terminals to advise on the nearest available fire engine. Senior executives in some companies using electronic mail are being expected to despatch their letters themselves from their desk-top terminal without the intervention of secretaries.

Increasingly anyone responsible either for drafting or for reproducing text of any sort will need to operate wordprocessors. In advertising and publishing it will become routine for material to be supplied to printing machines direct from wordprocessor discs. The earlier children learn accurate fingering instead of bad habits the better, not because speed is of any importance, but because it is frustrating and often leads to inaccuracies if people switch their attention to and from between fingers and the screen or data source being copied.

This brief overview of the vocational implications has neglected other aspects of computer use in schools, such as the enrichment of other subjects in the curriculum or the promotion of remedial education by the attraction of pupils whose attention other subjects have failed to engage. From the strictly vocational point of view, provided technology classes include applied computing, then a 150 hour course for all pupils in 30 form technology, explaining how computers are being used in the world of work, with practical emphasis on information retrieval and word processing, will fill most needs.

Anne Glyn-Jones's booklet, *Job Skills in the Computer Age*, is available from the Publications Office, University of Exeter, EX4 4QJ, price £1.50 inc p and p.

Teenage views

CONTINUING EDUCATION
Crying Out Loud
ITV Thames
Thursdays late night

If you happen to stay up very late on Thursday nights, and you want an insight into what young people are thinking on major topics, you could do worse than watch *Crying Out Loud*.

A discussion series in which teenagers in a studio session talk about aspects of their lives, *Crying Out Loud* has so far tackled "The Media", "Being Black" and "Addiction". Last night we had "Education".

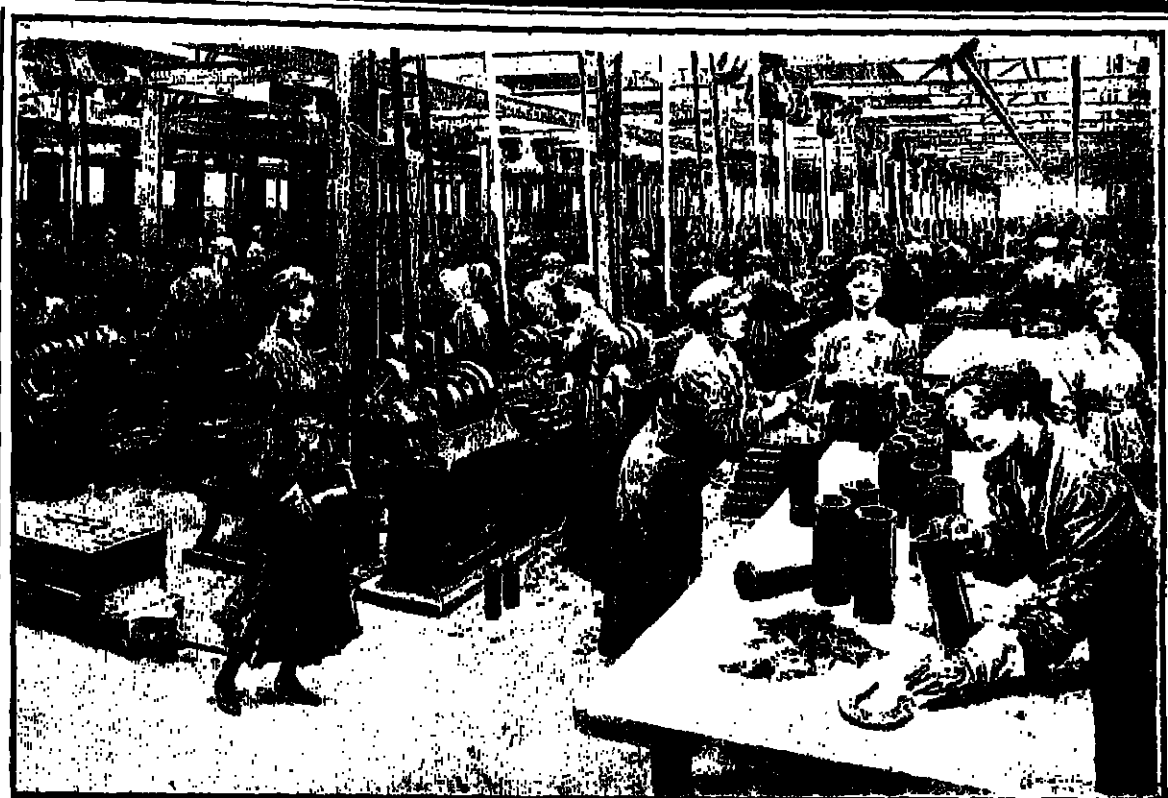
The programme began badly with an embarrassing unfunny "model prospect" for a state school from Jenny Barnett, but it improved dramatically when the young people themselves started talking. Steve Taylor, the presenter, managed unobtrusively to keep the discussion going, and the idea of interspersing the discussion with short videos giving teenagers' points of view had the effect of focusing the discussion.

Argument centred mainly on democracy in schools. Examinations were the spur for a lot of criticism and occasional bitterness: "You work for two years and then everything rises or falls on two-and-a-half hours in the exam room". "Why should we learn to regurgitate information. Why shouldn't we use the time to develop ourselves?" "Exams don't test your intelligence, just your ability to learn by rote for the exam".

But some of the most persuasive and articulate comments were saved for the subject of school democracy: "School should be a preparation for life in a democracy, but school itself isn't democratic". "We are deliberately excluded from planning our own education". And even though they had very little influence over decisions about the curriculum, two youths from schools with school councils appeared more content in the knowledge that they were exerting some control over their school lives. "Actually we did change things," we introduced German.

Subjects to follow in the series are "Change" (July 19); "The Law" (July 26); "Being Female" (August 2); "Being Male" (August 9); "Work" (August 16) and "Compromise" (August 23).

Carolyn O'Grady



Changing experience

Jessica Saraga on a history series based on feelings and facts

ETV.
British Social History
BBC2, to be repeated next year.

The General Strike, the motor car, women's changing experience and the years 1945-51 are the four new twentieth-century programmes which complete this 14-programme series for ages 14 to 17. One thing they illustrate is how immense is the dual advantage enjoyed by the twentieth-century historian who can tap two sources unavailable to others: memory and film.

Factual memory may not always be reliable, but the women in "Twentieth Century Woman" are remembering feelings not facts; they speak from the heart. Sarah Edwards' anger and frustration as a teenager in a cotton mill unable to manage the bobbins fast enough to prevent the thread snapping were hard to forget, as were her joy at the freedom of a job at the pithead during the First World War and her fury at losing it when the boys came home.

The only thing left was to go into service, where her hands bled for three months from harsh raw household soda. The most poignant statement in the programme, though, is on the immense impact of the suffragettes and the "14 War". "That woke us up," an old lady remembers. "Until then we were fast asleep."

On film there's wash day, and banging clothes in the dolly tub with the posser ("A woman had to be strong then"); there's the clatter of the dogs of the factory girls going down the cobbled street to start at six, having been awakened by the knocker-up's long pole bashing on the first floor windows. And the official film showing the "spirit of British womanhood" waiting into a garden to send a man off to war is certainly revealing about establishment attitudes to women.

It's the propaganda film on reconstruction after the Second World War which is the most striking feature of the last programme. The same kind of inspirational if guilt-inducing techni-

ques, when even cleaning your shoes was a patriotic duty because the war effort couldn't be diverted to produce you a new pair, was carried on into peacetime with the new struggle against social problems, to be fought with wartime expertise and wartime planning. "The only real wealth of a country is the health and happiness and freedom of its people," urges a young, dapper, uniformed John Mills. A young John Silkin is there too, planning Stevenage New Town, and a young Harold Wilson.

The optimism of those years creating a welfare state to serve social needs not private profit comes across well, with what is at present an ironic shot of South Wales miners' wives greeting the hoisting of the National Coal Board flag with pride and joy. But with a sudden, perhaps not totally fortuitous eruption into colour film with the Festival of Britain, it's made clear how people could take austerity no longer, and re-elected Churchill to put an end to rationing and those hopes of a planned Utopia together.

There then followed a rather mystifying sequence (those local school children coming to the fore again) explaining that the indigestible cellulose which coats each blade of grass is rather like the tin surrounding baked beans. The best part of the horse programme was without doubt the sequence showing the birth of a foal - sensitively shot and treated with admirable straightforwardness, although Dawn was reduced to excited "oohs" and "aahs" by the experience.

In all, the programme looks like a winner, exploiting most children's fascination for animals and at the same time being genuinely informative. A big plus is the fact that it's shot on film outdoors rather than in a studio. Under studio lights most animals look undignified and frightened. The Doctor Who/girl assistant convention (with Dawn asking simple questions and the zoo vet giving detailed answers) may seem obtrusive to adult eyes, but it's as good a way as any to get the information across. Still to come in the series are programmes about big cats, bats and dolphins.

Horse sense

by Nick Baker

CHILDREN'S TELEVISION
Talking Animal
ITV, TVS, Thursdays 4.20pm.

The Doctor Who and girl assistant format is used to good effect in this new children's programme that aims to be informative and entertaining in its treatment of a different animal each week. Dawn (Andrea Arnold) is already known to some young viewers from the No 73 programme and zoo vet David Taylor is fast becoming the veterinary version of David Bellamy. The animals involved in the two programmes to date have been a stately obliging elephant and some attractive white horses.

The first programme, about Rami the elephant, scored high marks for entertainment value. Rami was introduced to some white mice, rolled over on some trousers to press them, and knocked on the door of a cafe in the Sussex country village where the programme is filmed. He then allowed himself to be tickled by a group of local school children, demonstrating that when elephants are having a good time they purr like cats.

We also learned that elephants' longevity is governed by their teeth. They only use one pair of teeth at a time for grinding food. When these are worn, they fall out and other pairs take their place. When the elephant runs out of usable teeth, it dies. This was illustrated by a group of children in a sort of skipping game to the tune of "Ten Green Bottles", which laboured the point somewhat. The first programme included some good footage of elephants in the wild, presumably to make it clear to younger children that an elephant's real habitat is not Sussex.

The second programme's subject was the horse, a more difficult assignment because children are likely to know more about horses than they do about elephants. Nevertheless, this programme also worked well, more on the level of information than entertainment. We were given a well-sketched account of horse history and some interesting and clearly-shown details of horse anatomy to explain why horses are so fleet of hoof. "Why can't people eat grass?" Dawn asks ingenuously, ignoring the fact that at one time or another, most children do eat grass.

There then followed a rather mystifying sequence (those local school children coming to the fore again) explaining that the indigestible cellulose which coats each blade of grass is rather like the tin surrounding baked beans. The best part of the horse programme was without doubt the sequence showing the birth of a foal - sensitively shot and treated with admirable straightforwardness, although Dawn was reduced to excited "oohs" and "aahs" by the experience.

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4 Television Programme Recording

Titles Available for Week Commencing Sunday 15th July 1984.

Tuesday July 17
18.00 Design Matters: Are They Shaping Up - The Business of Fashion
See code C
Wednesday July 18
20.30 Diverse Reports see code B
Thursday July 19
17.30 Start Here: The Electric Universe
See code D

20.00 Pushing The Limits
Extreme Rock see code C
Saturday July 21
14.00 Great Walks: Malvern Hills
See code B N. This programme is
subtitled for the benefit of deaf viewers
For more information contact
TV recording, Liaison Dept.,
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 631122

notes

MOVEMENT

A group of teachers in Harrow has recently produced a handbook on movement education which is by and for teachers in primary schools. Described by Harrow's director of education as "a very useful supplement to what The Practical Curriculum has to say about movement, dance and physical education", the book suggests various ways of stimulating children to take part in dance and gymnastics.

Further information from Education Department, PO Box 22, Civic Centre, Harrow, Middlesex HA1 2JW.

FILM/VIDEO

The 1984 edition of the British Film Institute's booklet on film and video production is now available. In addition to giving details of grants and awards for amateur film makers, the catalogue lists film and video workshops throughout Great Britain. It can be obtained, price £2.50 (ES incl postage) from the BFI.

Micro-Prolog

The second paragraph in Michael Thorne's review last week should have read: "At the moment it seems very difficult to provide the learner with strategies for writing Prolog programs. The first three techniques will eventually be developed."

TV text

The importance of studying contemporary television drama in schools and colleges is now widely recognized, but it is still hampered by copyright restrictions and lack of scripts. The Television Literacy Project in Humberside aims to improve television teaching in schools and, with the support of the Independent Broadcasting Authority and Humberside County Council, it has been attempting to overcome these problems.

Through the project a major television production is being taught within a year of its screening as part of an A-level English Literature course, thus marking a long-awaited breakthrough. In Hereford School, Crimsby, sixth-form pupils have been studying David Leland's *Rhino* for the Associated Examinations Board.

Rhino is part of a set of four television plays by Leland on education (the others are *Birth of a Nation*, *Flying into the Wind*, and *Made in Britain*) that were screened on Channel 4 last year. It is a play about a young black girl, a persistent truant whose conflicts with the authorities lead to her being put in care, and it raises difficult questions about the function of schools and the social services in modern society.

David Leland supplied his own scripts that often differed in significant ways from the broadcast versions, and these were photocopied for the pupils. Margaret Matheson (the producer) and Dorothy Viljoen (Business Development Manager, Central Television) agreed that the school could be sent videocassettes of all four plays as

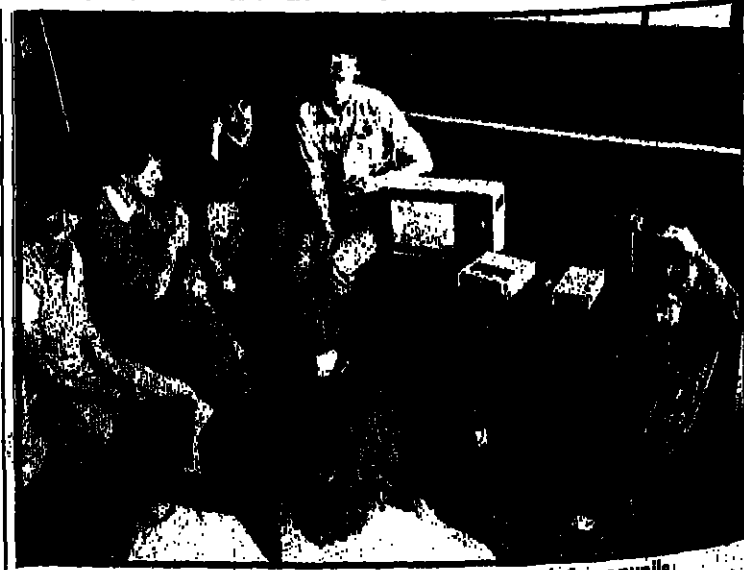
broadcast for the pupils to study alongside the author's own text.

Rhino was taught as part of the group of plays, so pupils began by watching all four in sequence. They then discussed them all, particularly *Rhino*, looking at dialogue, character, and theme. Imagery and camera work were studied using the still pause control on the VHS machine. Role playing exercises highlighted the social and institutional pressures so graphically dealt with in the programmes. Pupils were also invited to film their own programmes on school as part of their introduction to television as a medium of communication.

In order to write essays (which form part of the continuous assessment of the A-level course) pupils were lent the cassettes to study at home. Radio Rental Contracts supplied a portable videorecorder that was given to pupils without access to one. They were then able to examine the videos in greater detail and to study them in the same careful manner as the scripts.

As part of their course, David Leland visits the school and spent most of a day with the pupils studying his plays. The pupils had suggested their own activities, including questions about Leland's past, his personal views on education, his experience of television production and drama, and the way in which *Rhino* and the other plays were created and filmed.

Using the portable video equipment at the school, as well as the videocassettes supplied by Central Television, David Leland discussed the whole process of making television. Pupils



Playwright David Leland works with sixth-form pupils

showed him the television films they were making and discussion of them led to plans making more. Leland's visit generated considerable enthusiasm for both the A-level course and the idea of producing television films.

As a result of studying *Rhino* and of David Leland's visit, some of the pupils are now undertaking their A-level Extended Study on all of his plays, or on the presentation of education in contemporary television drama. There is no doubt that the work on *Rhino* has been a resounding success, and that the pupils have benefited both in the narrow sense of producing good course work and in the wider sense of learning a great deal about television drama.

likely that they will be published, and may be that videocassettes of the broadcasts will be available. The possibility that contemporary television drama will be available to pupils in schools and colleges in both video and printed text seems very real now, and the current project at Harrow School may mark the beginning of the end of the unsatisfactory situation where illegal off-air recordings were the only forms of television drama available for study. If this happens, the commitment of David Leland and his colleagues to the teaching of television drama will be better reflected in the teaching of television drama.

Paul Kelly

briefings

radio & tv

Open University

THE GC/MS LINK-UP
(Sunday 11.25, BBC2)
The smell of a rose, drugs in blood, poisons in cigarette smoke - how do chemists analyse minute traces in complex mixtures?
SHAKESPEARE'S GLOBE
(Sunday 12.40, BBC2)
A review of the documentary evidence available to help those rebuilding the Globe on the South Bank.
THE MANPOWER SERVICES COMMISSION
(Wednesday 23.20, VHF3)
How effective are the educational schemes run by the MSC?

Continuing education

BLUEBEARD
(Sunday 19.30, Radio 3)
Max Frisch's play follows Dr Felix Schaad as he relives his long remand and trial for the murder of one of his six wives.
MAN AND THE FUTURE
(Tuesday 10.00, Radio 4)
A three-part series tracing man's notion of the future, from prophecy to rocketry and beyond.

For three days last week the BBC studios at Pebble Mill seethed with young and inquisitive listeners to School Radio as the department's 60th anniversary celebrations culminated in an end-of-the-year Schools Festival. Prospective school leavers facing the dread of unemployment flocked into the foyer studio for answers to their questions on a live transmission of Wavelength: YTS Forum, while along the corridor primary school children disguised as ruffian pirates, abased at their sides and patches on their eyes, jauntily calmed in with Douglas Coothe (above) in a recording of the song "One-Eyed Jack", oblivious of the fact that their acting and costumes would be lost on audiences back in the classrooms.

The whole festival was a massive undertaking by School Radio with a ballot to select the 142 participating schools from the thousands that applied. It demonstrated the wide range of ages and subjects that are catered for, but more than that it illustrated the rapport which the school children have with the presenters of "their" programmes. Stars like Duncan Goodhew, Sue Lawley and Rolf Harris wandered in and out of recordings saying hello to the children, but it was the regular presenters like Douglas Coothe who had children and teachers firmly in the palm of his hand.

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WALTHAM FOREST SCHOOL
Waltham Forest, London. E17 1JL
Required for September 1984. A full C.V. and application to Head as soon as possible. (07521) 134222

EALING
LONDON BOROUGH OF EALING
EDUCATION DEPARTMENT
Ealing, London. W5 8PQ
Required for September 1984. A full C.V. and application to Head as soon as possible. (07521) 134222

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ST HELENS
COMMUNITY EDUCATION DEPARTMENT
ST. ALBERT'S R.C. HIGH SCHOOL
Birkenhead, Merseyside. CH41 1JL
Required for September 1984. A full C.V. and application to Head as soon as possible. (07521) 134222

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BERKSHIRE
EDGEMOND SCHOOL
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HARINGEY
LONDON BOROUGH OF HARINGEY
PROGRESS WITH HUMANITY
Haringey, London. N17 1JL
Required for September 1984. A full C.V. and application to Head as soon as possible. (07521) 134222

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LONDON BOROUGH OF HARINGEY
PROGRESS WITH HUMANITY
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HERTFORDSHIRE
DAME ALICE OWEN'S SCHOOL
Dunstable, Hertfordshire. SG4 1JL
Required for September 1984. A full C.V. and application to Head as soon as possible. (07521) 134222

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ILEA
Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed. Inner London Area Payment (£287 p.a.) is made in addition to the appropriate Burnham Salary scale. JS denotes post suitable for job sharing (paired applications only). Unless shown differently, the closing date for applications is 14 days from publication. All secondary schools in the ILEA area are organised along comprehensive lines. ILEA is an equal opportunities employer.

RELIGIOUS EDUCATION

MILBERRY (SC)
Church Road, Commercial Road, E1 1JL
Tel: 01-735 6137
Roll: 800
Headmaster: Stephen D. Hill
Required for September 1984. A full C.V. and application to Head as soon as possible. (07521) 134222

PRIMARY SCHOOLS

HARRY GOSLING (I)
Hendon, London. UB8 3JL
Tel: 01-891 2414
Roll: 316
Headmaster: Mrs M. Herrell
Required for September 1984. A full C.V. and application to Head as soon as possible. (07521) 134222

MATHEMATICS

ST MICHAEL'S RC (SM)
John Fildes Road, SE16 4UN
Tel: 01-271 6431
Roll: 600
Headmaster: St. Ann Hoskison
Required for September 1984. A full C.V. and application to Head as soon as possible. (07521) 134222

INDEPENDENT SCIENCE

continued

MANCHESTER

ST. BEDE'S COLLEGE
Alexandra Park,
Manchester M15 8HX
A Catholic Grammar
School of 700 boys 11-18
years. Girls' school
admitted to the Sixth Form
from September 1984.

Required for September
or January. An enthusiastic
and well qualified Chemistry
graduate to share the
teaching of the subject
to O-level level in a
highly successful and well
equipped department.

Ability to assist with
Games and particularly
Rugby an additional re-
commendation.

Salary based on Bur-
nham Scale according to
age and experience.

Letters of application with
C.V. and the names of
two referees to be sent to
the Headmaster, St. Bede's
College, Alexandra Park,
Manchester M15 8HX.
Closing date: 27th July
1984. (07065) 2701 184824

NORTH YORKSHIRE

HEAD SCIENCE
Independent Day & Boarding
School for 200 Boys & 100
Girls. Founded in 1876.
Required for January 1985.
Graduate to teach
throughout the school includ-
ing: English, Science, Math-
ematics, History, Geography,
Physical Education, Music,
Art, Design, and Modern
Languages. Salary up to
£10,000 p.a. plus house and
car. Single accommodation
and possible to travel.

Applications to Headmaster
(C.V. & names of two re-
ferees with holiday ad-
dress) interviews late August/
early September. (0593) 184824

GLENALMOND

Requires in Sept 1984/Jan 1985
a Priest in Anglican Orders as

SCHOOL
CHAPLAIN

to conduct Chapel services and play a full
teaching and pastoral role in the community.
Married or single accommodation provided.
Glenalmond (Trinity College) is an
Episcopalian foundation with 400 boy
boarders aged 12-18. Application with c.v.
and names of two referees to The Warden,
Glenalmond College, Perthshire, PH1 3RY,
from whom further details can be obtained.

(1714)

ENGLISH & GIRLS GAMES
TEACHER

Bowbrook School, Hartlebury,
is an independent, Co-Educational Day School (200 pupils)
set in country surroundings yet within easy reach of major
centres in the Midlands and Worcestershire.
A full time, permanent teacher is required for September to
teach English (44 time-table) and Girls Games & P.E. (14
time-table).

ENGLISH - up to and including 'O' Level with some junior
GAMES - (60 to 11) work.

This post would suit a new entrant to the profession.
Full curriculum vitae please to:
Mr. R. Loughan, M.C., M.A. (cantab.),
Principal, Bowbrook School,

(1701)

**Bowbrook
School**



Hartlebury,
Worcestershire
DY11 7TE

SURREY

ROYAL GRAMMAR
SCHOOL

11MC - 700 boys aged 11-18
in 1800 (Sixth Form)

Required in September
1984 graduate to teach
Biology through-
out the school including
A-levels. This is a temporary
vacancy for one year
caused by the absence of
study leave of a Biology
teacher. The successful
candidate will be re-
quired to help with the
teaching of the subject
to O-level level in a
highly successful and well
equipped department.

Applications in the form
of a curriculum vitae sup-
ported by a letter of re-
commendation should be
sent to the Headmaster,
Royal Grammar School,
High Street, Guildford,
Surrey GU1 3BA. (0503) 184824

Ability to assist with
Games and particularly
Rugby an additional re-
commendation.

Letters of application with
C.V. and the names of
two referees to be sent to
the Headmaster, St. Bede's
College, Alexandra Park,
Manchester M15 8HX.
Closing date: 27th July
1984. (07065) 2701 184824

Required for September
or January. An enthusiastic
and well qualified Chemistry
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1984. (07065) 2701 184824

LONDON

EAST FINCHLEY

Part-time (daily 3) teacher
required for lower
primary. Experience preferred.
Salary: £5,000 p.a. plus O.T.
(07032) 185624

SURREY

GREENACRE SCHOOL

Part-time (daily 3) teacher
required for lower
primary. Experience preferred.
Salary: £5,000 p.a. plus O.T.
(07032) 185624

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History

Other Assistants

KENT

PRIARS SCHOOL

Part-time (daily 3) teacher
required for lower
primary. Experience preferred.
Salary: £5,000 p.a. plus O.T.
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Physical Education

Other Assistants

KENYA

ST. ANDREW'S SCHOOL

Part-time (daily 3) teacher
required for lower
primary. Experience preferred.
Salary: £5,000 p.a. plus O.T.
(07032) 185624

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Salary: £5,000 p.a. plus O.T.
(07032) 185624

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LONDON

EAST FINCHLEY

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Salary: £5,000 p.a. plus O.T.
(07032) 185624

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 OF FURTHER
 EDUCATION
 University Lane,
 n, Sheffield S31

and as soon as

ADULT EDUCA-
 TION LECTURER
 1973/74
 (under review).

to be based at
 College of
 Adult Education
 suitable for area
 in the field of
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 in adult work
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Date: 24th July.

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**and
Library Service**

**BOSTON
BOY OF BOSTON**

**YOUTH
CENTER AND
LIBRARY CENTRE
BOSTON**

Applications are invited by
the
Community Cen-
tre for a contract
for 12 months at
£15,640

Applications must hold a
Certificate in Youth Coun-
selling. Newly qual-
ified persons would gain
experience from the
staff.

Alonging oppor-
tunities.

Details from the
Executive, Municipal
Youth Centre, 100
West Street, Bos-
ton. Application
with two referees
should be sent to
Closing date
1984

Enquiries to: **Colley, Chief
Executive**
106484 440000

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Flexible approach
involve direct line
staff at all levels
of full-time Youth
Counsellors
JNC 4 (S-9)
130,835
Forms and
tables are available
Chief Education
Officer, J101, County
Clerk, Bucks. HP20
10000 or a student
envelope.
For applications see
20 JULY 1984
440000

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Section, Further
Lowson Road,
by AB/62 Station
and Green London
W11-1J-10

Date 27 July 1984.
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440000

SOUTHSHIRE
YOUTH CENTRE
AND COMMUNITY

TELE 4B £8,877-

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required to continue
management of a range
activities at the
commitment to work
with all groups and
work with the young
people and application
to the Youth Council
Health and Community
Trust North College,
Ritchie,
G4 0JB, Kitchen
Tel 4B £8,877-

Date: 27th July
1983 Tel: 440000

For further details

100

Posts overseas

Poland

Assistant Director of Studies (2 posts)
Post 1: English Language Centre, University of Silesia, Sosnowiec
Post 2: English Language Studium, University of Gdansk
Duties: Responsibility under the Director for the teaching of English language courses, some residential, at various levels to academic staff and assistance with the general running of the Centre, materials development and CCE and CPE exams.
Qualifications: Degree in English or modern language, PGCE TEFL or RSC cert TEFL. At least 3 years' overseas TEFL experience, some teacher training or material writing experience desirable. Single candidates aged 25-45 preferred.
Salary: Local salary plus sterling subsidy of £4,188 pa.
Benefits: Furnished flat, fares, baggage allowance, superannuation contribution.
Contract: One year renewable local contract, guaranteed by the British Council, commencing September 1984.
References: B4 975-76T.

Poland

Senior Lecturer in Applied Linguistics
Adam Mackiewicz University, Poznan
Duties: To teach Applied Linguistics with emphasis on language teaching methodology, conducting seminars and supervising MA theses.
Qualifications: Degree, postgraduate degree in Applied Linguistics (PhD desirable) from a British University; 3 years' relevant university teaching experience.
Salary: £9,243-£11,398 pa.
Benefits: Overseas allowance according to marital status (single, married, child education allowance, free furnished accommodation, fares, baggage allowance, medical scheme, paid leave and superannuation contribution).
Contract: One year, renewable, commencing October 1984.
References: B4 B82T.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

Yemen Arab Republic

2 Teachers of English as a Foreign Language
Post 1: Senior Teacher
Post 2: Teacher
Ras Katenib Power Station, Near Hodeida
Duties: To provide English Language Training for Power Station personnel, including: testing and evaluating the English language levels and needs of staff, curriculum design, timetabling, materials writing, teaching; to make a monthly progress report to the Council.
Qualifications: Candidates should either be married teaching couples or male; if the latter, they will be given single status contracts only. Experience in an Arab/Muslim society desirable. In addition: Post 1: candidates should have an MA in TEFL/ESL or Applied Linguistics and ESP experience, preferably in industry. Post 2: candidates should have a postgraduate diploma in TEFL and ESP experience.
Salary: On a scale £8,514-£12,507 tax free.
Benefits: Free furnished accommodation; car; overseas allowance; outfit allowance; baggage allowance.
Contract: One year contract with the British Council commencing September 1984.
References: B4 A 105-106T.

Closing date for applications: 17 July 1984. NB Telephone or telegram enquiries only to: OEAD, The British Council, 90-91 Tottenham Court Road, London W1P 0DT. Tel: 01-680 8872, Ext. 62. It is expected the Selection Board will be held on 30 July 1984.

○ ○ ○ ○ ○ The British Council ○ ○ ○ ○ ○

OVERSEAS APPOINTMENTS continued

JAPAN
YOKOHAMA INTERNATIONAL SCHOOL
Requirements for September 1984:
TEACHER FOR 10 YEAR OLD CHILDREN
Applicants should have at least one year's experience in teaching English as a second language. Minimum 2 years' experience in teaching English as a second language. All applicants should be qualified to teach English as a second language. Applications with photograph, telephone number, name, address and references should be sent to: Mr. J. P. Glines, Harrow Road, Capthorne, Shrewsbury, (07758) 460000

KENYA
Applications are invited for the following posts at: Kenyan School, Limuru, near Nairobi, Kenya.
Teacher of Mathematics and two Lower Junior School teachers for September 1984.
Applications for all posts should include c.v., photograph, telephone number and references and be sent to the Headmaster, Greenacres School, P.O. Box 46918, Nairobi, Kenya. (01679) 460000

KENYA
ST. ANDREW'S SCHOOL
Turkana
Requirements for September 1984:
Teacher of English, P.E., C.I.A.S.T. able to teach P.E. and swimming throughout the school and to assist in the programme, and coach boys' hockey and rugby. Some subject teaching by arrangement. Applicants must be committed to the Christian tradition. Free single room accommodation, paid leave and flights every two years, school salary scale.
Applicants should send c.v., address and telephone numbers of three referees, to: Mr. J. P. Glines, Harrow Road, Capthorne, Shrewsbury, (07758) 460000

SOUTHERN SPAIN
Experienced EFL teachers required for English language institute in Granada. Excellent working conditions and rates of pay. To start in October 1984.
Applications with full C.V. and photograph to: Jonathan Salmon, Harrow Road, ST 1 The Mall, Belling, London W5 3TA. (02927) 460000

SPAIN
TWO SENIOR EFL TEACHERS FOR PROFESSIONAL LANGUAGE TEACHING COMPANY - SPAIN
WORK: Intensive EFL & ESP courses at all levels as part of an integrated full-time team.
CLIENTS: Major Spanish and international companies.
Initial Contract: Sept. 1984 - July 1985, intermediate between 2nd and 3rd July.
Minimum requirements: Degree plus TEFL qualification plus 2 years experience plus references.
C.V. plus Photo to: General Manager, Language Services, S.A., Carr. 1299, Bilbao, Spain. (06385)

SPAIN
REPRESENTATIVE needed for PROMOTION OF SPANISH COURSES IN SPAIN, by important Spanish Firm.
Interested write with curriculum to: HISPALAN C/San Miguel 16-P, Zaragoza (Spain). (06885)

SPAIN
For the International School at Sotogrande, Costa del Sol. Beautiful situation near the sea. Well-qualified SENIOR and JUNIOR teachers urgently required September. Reputed vacancy promotion prospects in expanding school.
Apply with full cv to Principal, c/o The White House, Little East Street, Sussex TN35 4PB. (07475) 460000

SPAIN
Positions offered for September 1984:
Senior Teacher of English, Spanish and French. Reply before July 30 including c.v., references and subject competence to: The Director, Aloha College, El Estero, Aloha College, 21 Calle, Malaga, Spain. (06483) 460000

SPAIN
KENSINGTON SCHOOL
Barcelona
Applications are invited for the following position for September 1984:
TEACHER OF ENGLISH for 9/10 year olds. (Music or sports an advantage).
All applicants should be qualified and have at least two years' teaching experience. Applications with photograph, telephone number, name, address and references should be sent to: Mr. J. P. Glines, Harrow Road, Capthorne, Shrewsbury. (07758) 460000

SPAIN
Wanted for September 1984:
Biology teacher to 'O' and 'A' level with Chemistry to 'O' level. Experience in teaching. Apply with C.V. and photo to: Sunny View School, Apartment 175, Torremolinos, Malaga, Spain. (07955) 460000

SPAIN
Wanted for September 1984:
Teacher of English to 'O' level. Experience in teaching. Apply with C.V. and photo to: Sunny View School, Apartment 175, Torremolinos, Malaga, Spain. (07955) 460000

TURKEY
ISTANBUL COLLEGE IN ISTANBUL
Requires: E.F.L. qualified teachers from September 1984 for one Turkey year, postmaster, longer.
Apply with Curriculum Vitae to: Box No. 785 00277, Priory House, Broadmeads, Lane, ECIM 4BX. (06857) 460000

TURKEY
TURKISH EDUCATION SOCIETY
KAYSERI COLLEGE
Wanted for 1st September 1984:
TEACHERS for PREPARATORY classes in year olds beginning English.
Applicants must have a Bachelor's degree or a batchelor's degree plus P.G.C.E. or equivalent. For further information please Tel: Mr. AH 01-701 4686 OR 01-607 3432. Address: 40 Broadmeads, 1st Floor, Portland Street, London E21 7. (06578) 460000

TEACH IN CALIFORNIA
Teachers required for class of 10 - 11 year olds in private school for bright children in Berkeley.
Curriculum requires special skills in teaching of writing and literature, and proficiency in teaching mathematics and history. Interest in natural science, high achievement in mathematics.
School term from September to June, contract renewable for 2nd and 3rd years by mutual agreement. Salary \$12,000 to \$15,000 per year plus benefits. Position based at Stanford University. Minimum of 2 years teaching experience.
Send applications and C.V. to: Dr. L. W. Jenkins, Alameda Way, Turbrook, Portsmouth, Hants. 460000 (06851)

TUTOR IN INDUSTRIAL ARTS

Erdiston Teacher Training College, Bridgetown

BARBADOS

Duties: To conduct courses in teacher education for Industrial Arts Teachers in foundation courses, Teacher Certificate courses and Post Certificate courses; assist with the establishment of an Industrial Arts professional teachers centre, structure and monitor pre-College courses of Industrial Arts teachers training, structure detail, teach and monitor an initial training course leading to the award of a Teachers Certificate, teach and generally administer courses leading to higher academic awards in technical education, establish the maximum liaison between schools, Teachers Training College and any other institution sharing the teaching and schools.
Qualifications: Candidates should be British Citizens and possess a degree or equivalent in a technical subject with at least 7 years teaching experience in a College of Education/Technical Teachers College.
Appointment: Two years.
Salary (UK scale) will be commensurate with qualifications and experience plus a variable tax free overseas allowance.
Appointments Office, Overseas Development Administration, Room AH361, Abercrombie House, Eagleham Road, EAST KILBRIDE, Glasgow G76 8EA.

OVERSEAS DEVELOPMENT

Metropolitan Borough of Sefton

GENERAL ADVISORS

(4 POSTS)
Soulbury Head Teacher Group 8
Salary £13,953 to £15,189 p.a.

The Authority is expanding its Advisory Service by the appointment of four additional Advisors.

All Advisors have a general responsibility for a group of schools and, in addition, are required to offer specialist advice in one or more fields. It is hoped to strengthen the existing team by adding specialist expertise in some or all of the following areas:-

Computers in Education
Craft, design and technology
Economics and Business Studies (including School/Industry links)
Geography
History
Mathematics
Primary Education

Applications are invited from well qualified persons with appropriate teaching experience at senior level. Recent experience in primary schools is essential for applicants offering primary education as their specialist field. Primary experience, while not essential for those offering other specialisms, will however be an added advantage.

Further details and application form, returnable by 21st September from The Chief Education Officer, Education Department, Town Hall, Oriel Road, Bootle, Merseyside, L20 7AE.

LONDON BOROUGH OF ENFIELD

Capel Manor Institute of Horticulture and Field Studies

Senior Administrative Officer

Salary Scale SO1, £9,887-£10,287 inclusive of London Weighting

Required from 1st September 1984 or as soon as possible thereafter to administer a new Open Tech Scheme funded by the Manpower Services Commission, for those employed in Horticulture, Leisure and other allied industries. The person appointed will co-ordinate the production of open learning materials, administer the budget and supervise the staff of the unit.

Applicants should possess a relevant qualifications, eg ICSA or DMA. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms and further details are available from the Principal, Capel Manor Institute of Horticulture and Field Studies, Bullsmoor Lane, Waltham Cross, Herts EN7 6HS. Tel: Lea Valley 783849.
Closing date 27th July 1984. Please quote reference CM/OTI.

Cheshire

OPEN TECH CHESHIRE PROJECT MANAGER

SOULBURY HEAD GROUP 9
£15,027-£16,281

The successful candidate will lead a small team based at the Packard campus of Warrington's North Cheshire College and will be responsible for the setting up and operation of a county wide delivery system for open learning. Candidates will be expected to have had substantial experience at a senior level in further education and/or industry and commerce. An ability to work with people at all levels in both the public and private sectors is essential and experience of open learning systems would be an advantage.

The post is for a fixed term from 1st August 1984 (or as soon as possible after this date) until 31st March 1987 and is subject to the signing of a contract by the County Council and the M.S.C. Open Tech Unit. A secondment would be considered.

Further details and an application form obtainable from the Director of Education, Cheshire County Council, County Hall, Chester CH1 1SQ. (Quota Ref: 2DP/J). Closing date: 27th July 1984. All applicants will be considered on the basis of suitability for the post, regardless of sex, race, marital status, religion or disability.

ADMINISTRATION LEA

CONTINUED

EDUCATION DEPARTMENT

PRINCIPAL COUNTY INSPECTOR

(PRIMARY EDUCATION)
Soulbury - Burnham HT Group 11 -
£17,277-£18,561

Required for 1st January 1985, or as soon as possible thereafter.

Applicants for this important post should be well qualified and have successful and appropriate experience at a senior level in schools and/or in an advisory service.

CAREERS SERVICE

AREA CAREERS OFFICER

P.O. 2 (£10,761-£11,703)

Applications are invited for the above post which has become vacant due to the promotion of the existing postholder to Principal Careers Officer.

To be responsible for the organisation and administration of the Careers Service in Southend and Castle Point/Rochford and based in Southend.

Applicants should be appropriately qualified and have had experience within a local authority careers service.
Application forms and further details for both posts are available from the County Education Officer (P), P.O. Box 47, Thrednede House, Market Road, Chelmsford, CM1 1LD (Chelmsford 28722, ext. 2528). Closing date: 27th July 1984.

ESSEX

County Council

Assistant Director of Education (North-East Division)

Carlisle

PO Special 1 (50-53)
£15,033-£16,047

Applications are invited for the post of Assistant Director of Education for the North-East Division of Cumbria. Applicants should be graduates with good teaching experience and wide experience in educational administration as the post is concerned with the day to day administration of schools and other educational services throughout the North-East Division of Cumbria.

Further details and application forms are available, on receipt of a stamped addressed envelope, from the Director of Education, 6 Portland Square, Carlisle, to whom completed forms should be returned, together with a full letter of application, by 27 July.

Cumbria

LONDON BOROUGH OF REDBRIDGE

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER (SCHOOLS) ES 4

Grade PO 5

Salary £14,382-£15,336 including London Weighting.

Applications are invited for this post from well-qualified candidates with good teaching and administrative experience with a Local Education Authority.

Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate. Car allowance payable.

Application forms and further particulars from: Director of Educational Services, Education Office, 255-259 High Road, Ilford, Essex IG1 1NN

to be returned by 24th July 1984.

EDUCATION DEPARTMENT

ADMINISTRATIVE OFFICER

(Handsworth Technical College)

SO1 £9,060 - £9,660

The Administrative Officer is the senior non-academic post within the College and is a member of the Management Team.

The post holder will have overall management responsibility for all non-academic support services and in particular will be responsible, under the direction of the Principal, for the control of the College Budget.

Applicants should hold a degree level qualification and have considerable administrative experience preferably within a Further Education environment.

Application forms (returnable by Friday 27th July, 1984) and further details from:

The Chief Education Officer, Personnel Branch, Education Office, Margaret Street, Birmingham B3 3BU. Telephone: 021-235 2801.

Conversing will disqualify. AN EQUAL OPPORTUNITIES EMPLOYER.

BIRMINGHAM CITY COUNCIL

METROPOLITAN BOROUGH OF Rochdale

APPLICATIONS ARE INVITED FROM THOSE WITH THE NECESSARY ATTRIBUTES FOR THESE JOBS REGARDLESS OF RACE, CREED, NATIONALITY, DISABILITY, AGE OR SEX.

EDUCATION DEPARTMENT

H3 EDUCATION WELFARE OFFICER

SW 1/2 £2894-£3006 rising to £3430 if qualified.
Applications are invited from suitably qualified, ie CQSW, or experienced persons for the above post which is vacant due to the retirement of the previous postholder.
Initially, the appointee will be based at Balderton Upper School, Rochdale. He/she must be prepared to move to another location within the Borough as necessary in order to meet the needs of the service.
Duties include visiting schools and homes in relation to school attendance and associated problems.
In addition, the person appointed will occasionally be required to work in the evenings and early mornings.
An essential part of the role is payable, therefore, applicants must possess a full current driving licence.
This is a re-advertisement and previous applicants will automatically be re-considered.
Assistance with removal expenses etc and housing accommodation may be available.

H4 TEMPORARY YOUTH WORKER

Youth and Community Services, Middleton Area
JNC Range 3 (points 1-5) £2485-£2615 plus £348 pa for extra qualifications (Grey Award pending).
Applications are invited for the above post from suitably qualified persons (in Certificate in Youth and Community Work) with at least 2 years' experience. The appointment will be effective from 1 October 1984 until 30 September 1985 whilst the permanent postholder is on secondment.
A major aspect of the post will be establishing contact and working with unemployed young people in Middleton and assisting in the overall provision of constructive alternatives for them. Other duties include close involvement with holiday play schemes and liaison with a community school together with voluntary and statutory agencies in the area.
Application forms available (Quote Ref No) from the Chief Personnel Officer, PO Box 69, Municipal Offices, Smith Street, Rochdale OL16 1XG (Tel: 42474) or to be received not later than 27 July 1984.

(17820)

Careers Officer (2 Posts)

£6,264-£7,896 p.a.

Based in an area team, to be involved in the full range of duties including 6th and 8th Form work, responsibility for an unemployed caseload and the careers development of young people in Youth Training Schemes.

Applicants should be qualified having completed, or about to complete, a recognised course for the Diploma in Careers Guidance. After completion of probationary service, salary will progress to £7,101 per annum.

Application forms and details from Personnel Dept., P.M.S.U., Civic Centre, Walsall, WS1 1TP. Tel: Walsall 21244, ext. 2064/2066. Closing date: 30.7.84

Walsall

METROPOLITAN BOROUGH
an equal opportunity employer

THE TIMES SUPPLEMENTS' REPRINT SERVICE



Many features and reports that have been published in The Times Educational Supplement or The Times Higher Education Supplement are available in reprint form. Should you wish to obtain any of those listed, please complete the form below and send it with your cheque/postal order made payable to Times Newspapers Limited to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

TES Guide to the YTS
A 4 page guide that attempts to sum up the facts and set out how the scheme actually works. First published in TES in May 1983. Price 25p.

Leverhulme Report
A 4 page edited version of the final report of the programme. First published in THES in May 1983. Price 25p.

Business & Technician Education
An 8 page feature containing contributions from Mr H. N. Raine, Chairman of the Business and Technician Education Council, Sir Robert Telford, Chairman of Marconi, and Dr George Tolley, Head of Quality at the Manpower Services Commission, to name but a few. First published in THES in March 1984. Price 80p.

Review of 1983
An 8 page reprint summing up some of the important happenings in the world of higher education during 1983. First published in THES in December 1983. Price 60p.

THES Peer Review (I)
A 6 page survey that discovers how academics in seven disciplines (Civil Engineering, History, Economics, Physics, Politics, Chemistry and Architecture) regard the standing of their subjects. Compiled from reports in the THES in December 1982 and August 1983. Price 80p.

THES Peer Review (II)
A 2 page survey covering Business Administration, Biology, and English. First published in THES in January 1984. Price 25p.

Information Technology
In March, the THES published its second feature on IT. This includes articles on digital drawing-boards, geographical data sifting and other valuable information. First published in THES in March 1984. Price 25p.

Modern Language Teaching
A 12 page feature including articles on the Foreign Language at Work scheme, understanding comprehension, and a report from the National Congress on Languages in Education. First published in TES on 3 February 1984. Price 80p.

Computers
A 20 page reprint designed to inform the rapidly increasing numbers of teachers needing to be kept abreast of current developments. First published in TES on 2 March 1984. Price £1.00.

School Travel
24 pages of school trips at home and abroad. Reprinted from two extras. First published in TES in January 1983. Price £1.30.

School Visits
A 16 page feature giving details of day trips to various museums, historical buildings and places of interest as well as covering Venture Weeks and a 'Do-it-yourself Europe' survival course plus tips on how to make your school visit enjoyable for both pupils and teachers. First published in TES in February 1983. Price £1.00.

Field Studies Centres

FIELD STUDIES CENTRE
RESEARCH, OBSERVATION, AND RECORDING
The Field Studies Centre is a unique facility for the study of the natural world. It offers a wide range of courses and facilities for the study of the natural world. For further information, contact the Centre.

Properties for Sale & Wanted

LANGUAGE COLLOQUIA
For those who want to improve their spoken English, this course is ideal. It covers a wide range of topics and is designed to help you become more confident in your spoken English. For further information, contact the Centre.

WRITE and sell Children's Stories
This course is designed to help you develop your writing skills and to learn how to sell your stories. It covers a wide range of topics and is designed to help you become a successful writer. For further information, contact the Centre.

Personal Announcements

ALTERNATIVES FOR TEACHERS
A full-time/part-time course for teachers who are looking for new challenges. The course covers a wide range of topics and is designed to help you develop your skills and knowledge. For further information, contact the Centre.

ASPECTS OF AMSTERDAM
A course for teachers who are looking for a new challenge. The course covers a wide range of topics and is designed to help you develop your skills and knowledge. For further information, contact the Centre.

DRAWING DOWN THE MOUNTAIN
A course for teachers who are looking for a new challenge. The course covers a wide range of topics and is designed to help you develop your skills and knowledge. For further information, contact the Centre.

EXCHANGE TEACHER AUSTRALIA
A course for teachers who are looking for a new challenge. The course covers a wide range of topics and is designed to help you develop your skills and knowledge. For further information, contact the Centre.

HOLIDAYS AND PERSONAL LOANS
A course for teachers who are looking for a new challenge. The course covers a wide range of topics and is designed to help you develop your skills and knowledge. For further information, contact the Centre.

IMMEDIATE ADVANCES
A course for teachers who are looking for a new challenge. The course covers a wide range of topics and is designed to help you develop your skills and knowledge. For further information, contact the Centre.

IMMEDIATE MORTGAGES
A course for teachers who are looking for a new challenge. The course covers a wide range of topics and is designed to help you develop your skills and knowledge. For further information, contact the Centre.

MAKE MONEY BY WRITING
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SAME DAY LOANS & POSTAL
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SCHOOL OF HYPNOSIS
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LINGUARAMA TEFL COURSES

An introductory course in Teaching English as a Foreign Language (TEFL). The course covers a wide range of topics and is designed to help you develop your skills and knowledge. For further information, contact the Centre.

USE OF VIDEO IN EFL TEACHING
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BROMLEY LONDON BOROUGH OF

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NOTTINGHAMSHIRE COUNTY COUNCIL

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English as a Foreign Language

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